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PATCHOGUE-MEDFORD SCHOOLS
241 South Ocean Avenue
Patchogue, New York, 11772



AGREEMENT

Between the

PATCHOGUE-MEDFORD UNION FREE
SCHOOL DISTRICT

and the

PATCHOGUE-MEDFORD CONGRESS
OF TEACHERS

RECEIVED

DEC 27 2004

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RELATIONS BOARD

July 1, 2003 -
June 30, 2007

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Introduction

The Patchogue-Medford Congress of Teachers and the Patchogue-Medford Union Free School District recognize that the development and operation of educational programs of the highest quality for the benefit of the students and communities of Patchogue and Medford is a common responsibility.

The Patchogue-Medford Congress of Teachers acknowledges that the legal responsibility for policy making lies with the Board of Education and that the legal responsibility for administration of the school system lies with the superintendent of schools.

Both parties recognize that they can best attain their common objectives and discharge their common responsibilities through mutual consultation in formulating policies.

This Agreement is made effective as of the first day of July, 2003, by and between the Patchogue-Medford Congress of Teachers (hereinafter referred to as the "Congress" or the "PMCT") and the Patchogue-Medford Union Free School District (hereinafter referred to as the "District").

ARTICLE I: RECOGNITION AND DURATION OF AGREEMENT

A. Recognition

The District recognizes the Congress, for purposes of negotiation, as the exclusive representative of the teachers employed by the District, including those with tenure, on probation or with temporary appointments.

B. Unit Members

The term "teacher" includes classroom teachers, special teachers, speech and hearing therapists, reading teachers, attendance teachers, guidance counselors, school psychologists, social workers, librarians, homebound teachers, permanent substitute teachers, department chairpersons, lead teachers and deans. All personnel represented by the Congress shall, unless otherwise indicated, hereinafter be referred to as "teachers."

C. Rights

This recognition shall not impair the rights of any employee or group of employees under law or other applicable regulations which have precedence over this Agreement.

D. Duration of Recognition

This recognition shall extend for the maximum period of time permitted by law.

E. Obligation of Uninterrupted Operation

Recognizing as they do their respective responsibilities for the education of the children of the community, the parties accept their obligation during the term of this Agreement to assure the uninterrupted operation of the school system as set forth in the Public Employees Fair Employment Law of 1967.

F. Duration of Contract

The terms of this Agreement shall remain in full force and effect through June 30, 2007.

ARTICLE II: DISTRICT-TEACHER NEGOTIATIONS

A. Change in Policy

This Agreement shall constitute the full and complete commitment between both parties and may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in a written and signed amendment to this Agreement. Before the District adopts a change in policy which affects wages, hours or working conditions which is not covered by the terms of this Agreement and which has not been proposed by the Congress, the District will notify the Congress of such proposed change in writing and afford the Congress an opportunity to be heard.

B. Mutual Concerns

It is contemplated that terms and conditions of employment provided in this agreement shall remain in full force and effect until June 30, 2007. Nevertheless, because of the special nature of the public educational process, it is likewise recognized that matters of vital mutual concern to the parties which have not been fully or adequately negotiated between them may, from time to time, arise. It is in the public interest that the opportunity for mutual discussion of such matters be provided. The parties accordingly agree to cooperate in arranging meetings selecting representatives for discussions, furnishing necessary information and otherwise constructively considering and resolving any such matters.

C. District Policies

This Agreement shall supersede any rules, regulations or practices of the District which shall be contrary to or inconsistent with its terms. The provisions of this Agreement shall be incorporated into and be considered part of the established policies of the District.

D. Individual Agreements

Any individual arrangement, agreement or contract between the District and an individual teacher, heretofore executed, shall be subject to and consistent with the terms and conditions of this Agreement, and any individual arrangement, agreement or contract hereafter executed shall be expressly made subject to and consistent with the terms of this or subsequent agreements to be executed by the parties. If an agreement or contract contains any language inconsistent with this Agreement, this Agreement during its duration shall be controlling.

E. Role of the Law

If any provision of this Agreement or any application of the Agreement to any teacher or group of teachers shall be found contrary to law, then such provision or application shall not be deemed valid and subsisting except to the extent permitted by law, but all other provisions or applications shall continue in full force and effect.

F. Printing of Contract

Copies of this Agreement shall be printed at the expense of the District and given to all teachers now employed or hereafter employed by the District within one month after its execution or employment if that occurs later. Up to 100 additional copies will be provided to the Congress upon request.

G. Good Faith Negotiations

It shall be the purpose of both parties to negotiate in good faith on matters of mutual concern pertaining to wages, hours and working conditions. Such matters shall include but not be limited to, teachers' salaries, working conditions, grievance procedure, class size, teaching hours, teaching load, performance of nonteaching duties, extracurricular duties (including remuneration and assignment), teacher facilities, teaching assignment procedures, evaluation and dismissal practices, legal protection of teachers, transfer procedures, promotions, summer school, all types of leaves and personal days, medical and other benefits, professional improvement standards for recruiting teachers and communications.

H. Contingent Expenses

The parties recognize that this contract provides for the establishment of and the conduct of in-service programs, teacher visitations, teacher conferences and establishes rates of pay for those involved therein, and also establishes certain pay differentials to be paid to teachers for performing additional services. If the budget has been twice submitted to the people by the Board and twice defeated, it is agreed that as to any of these items which are held by the Commissioner of Education or the Commissioner's counsel not to be ordinary contingent expenses of the District, the Board of Education shall have the power to exercise its discretion in deciding which programs it shall implement and which it shall abandon.

I. Legislative Approval

It is agreed by and between the parties that any provision of this Agreement requiring legislative action by amendment or law or by providing the additional funds therefore to permit its implementation shall not become effective until the appropriate legislative body has given approval.

J. Reservation of District Rights

Except as explicitly limited by a specific provision of this Agreement, the District, acting directly or through its superintendent of schools, shall continue to have the exclusive right to take any action it deems appropriate in the superintendence, management and control of the educational affairs of the school district, and to this end it hereby reserves to itself all power, functions and prerogatives granted expressly or by implication or reasonably necessary to discharge the duties imposed by the statutes of the State of New York, including the Education Law and the Regulations of the Commissioner of Education issued under such law, the municipal law and the general law, except as expressly modified or restricted by a specific provision of this Agreement.

This District's not exercising any function hereby reserved to it, or its exercising any function in a particular way, shall not be deemed a waiver of its right to exercise such function or preclude the district from exercising the same in some other way not in direct conflict with the express provisions of this Agreement.

K. Miscellaneous

The Superintendent of Schools and the President of the Congress shall meet for discussion of the following topics:

1. Reevaluation of the form and process used to evaluate teachers' performances.
2. Release time for the President of the Congress.
3. Alternatives to all insurance coverages provided by the District.
4. Obtaining volunteers to provide remedial instruction in lieu of duty period to meet the mandate of an "All Regents High School." This discussion shall include the possibility of instituting a ninth period in the secondary schools.

ARTICLE III: ADMINISTERING THE AGREEMENT

A. Grievance Procedure

1. Definition

- a. A grievance is a claim that any provision of the Agreement between the parties has been violated.
- b. The term "teacher" may include a group of teachers who are similarly affected by a grievance. See Section 6a below.
- c. A "party in interest" is the person or persons making the claim and any person whom might be required to take action or against whom action might be taken in order to resolve the claim.

2. Purpose

- a. The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to grievances of the parties as defined above. Both parties agree that these proceedings shall be kept as informal and confidential as may be appropriate at any level of the procedure.
- b. Nothing herein contained shall be construed as limiting the right of any teacher having a grievance to discuss the matter informally with any appropriate member of the administration.

3. Procedure

- a. Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered as maximum and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement.
- b. In the event a grievance filed on or after June 1, if left unresolved until the beginning of the following school year, could result in irreparable harm to a party in interest, the time limits set forth herein shall be appropriately reduced in order to resolve the grievance by the end of the school year, if possible.

4. Levels of Grievance Procedure

Level One

- a. Any dispute under this Agreement between a teacher, teachers or the Congress and the District shall be settled in the first instance of the parties involved with the local school principal. A grievance submitted to the principal in writing shall be answered by the principal in writing within one week from the time the grievance was received by the principal.
- b. No grievance shall be filed later than forty (40) school days after the event constituting the alleged violation became knowable to the grievant.

Level Two

- a. In the event that the grievance is not adjusted under Level One, within two weeks from the date of the written Level One answer, the teacher or the Congress may request, through its Grievance Committee, to submit the grievance in writing to the superintendent or the superintendent's designee, who shall make a written response to the grievance within three weeks of its submission at Level Two. If the grievance is denied, the written response shall set forth the reasons for the denial.
- b. Congress grievances under this Agreement may be entered in writing at Level Two.
- c. All grievances pending at either Level One or Level Two as of the date this Agreement is executed shall be governed by the procedure of paragraph "a" of Level Two.

Level Three

- a. A dispute which is not adjusted under Level Two, may at the request of either party within two weeks of the Level Two answer, be promptly submitted to arbitration. The party initiating the grievance shall request the New York State PERB to submit a panel of arbitrators. From this panel, the parties shall mutually agree upon a single arbitrator for purposes of a hearing. In the event that within seven days the parties shall be unable to select an arbitrator from the panel submitted by the New York State PERB, they shall request PERB to select an arbitrator and such selection shall be binding upon the parties.

- b. The District and the Congress shall bear equally the arbitrator's fees and other expenses incidental to the proceedings, exclusive of attorneys' fees. However, in the event that a grievance is initiated or maintained by an individual teacher who is not represented in the grievance by the Congress, the Congress shall have no obligation for arbitrator's fees or other expenses.
- c. Arbitrators shall limit their decisions strictly to the application and interpretation of the provisions of this Agreement and shall be without power or authority to make any decision contrary to, or inconsistent with, or modifying or varying in any way, the terms of this Agreement or of applicable law or rules or regulations having the force and effect of law.
- d. The award of the arbitrator shall be final and binding upon the parties. The arbitrator shall send a copy of the report to the Congress and to the Superintendent of Schools.

5. Rights of Teachers to Representation

- a. No reprisal of any kind shall be taken by any person against any participant in the grievance procedure, whether a party in interest or otherwise, by reason of such participation.
- b. Parties in interest may be represented at all stages of this grievance procedure by a person of their own choosing, except that they may not be represented by a representative or by an officer of any teacher organization other than the Congress. When a teacher is not represented by the Congress, the Congress shall have the right to be present and to state its views at all stages of this grievance procedure.

6. Miscellaneous

- a. Subject to the terms of this subparagraph, if, in the judgment of the Congress, a grievance affects a group or class of teachers, the Congress may submit such grievance in writing to the superintendent directly, and the processing of such grievance shall be commenced at Level Two. No such grievance shall relate to a hypothetical case, and in bringing such grievance, the Congress shall identify the members of the group allegedly adversely affected.

Such a grievance may be processed through all levels of the grievance procedure even though the aggrieved person does not wish to do so. A grievance that does not affect a class or group of teachers and which is peculiar to the individual involved may be processed at any level of this procedure without the consent of the grievant.

- b. All documents, communications and records dealing with the processing of a grievance shall be filed separately from the personnel files of the participants.

7. Joint Meetings of the Congress and Administrative Staff

For the purpose of facilitating this Agreement, representatives of the Congress shall meet on a regular basis with members of the administrative staff. These meetings shall be at the request of either party, but not more than once each calendar month. In cases of emergency, either party may request that one additional meeting be held in any calendar month.

ARTICLE IV: RIGHTS OF THE PATCHOGUE-MEDFORD
CONGRESS OF TEACHERS

A. Dues Deduction

1. Deduction Authorizations

The District agrees to deduct from the salaries of its employees dues for the Congress and to transmit the monies promptly to the Congress Treasurer.

2. Rate of Membership Dues

The Congress shall certify to the District in writing before August 31 of each year the current rate of its membership dues. If the Congress shall change the rate of its membership dues, it shall give the District thirty (30) days written notice prior to the effective date of such change, but such change shall not become effective until the beginning of the following school year.

3. Schedule of Deductions

Deductions referred to in Section 1 above shall be made in the following manner: the total of the deductions shall be deducted in twenty (20) equal payments starting with the first paycheck in September.

4. Other Deductions

All teachers shall have the privilege of payroll deduction for U.S. Savings Bonds, Teachers' Retirement System, Loan Payments and Tax-Sheltered Annuity. Deductions for Tax-Sheltered Annuity will be only for the program recommended by the Congress and adopted by the District. If and so long as at least 75 teachers are exercising the privilege, all teachers shall have the privilege of payroll deductions for the Suffolk County Teachers' Federal Credit Union. Teachers who on June 30, 1969 were using the privilege of payroll deductions for Savings Account granted under a prior Agreement may continue to do so.

Teachers shall be allowed payroll deductions for deposits under Individual Retirement Accounts in banks or other institutions which are licensed or authorized to maintain such accounts by the appropriate licensing agency of the State of New York. In this regard, the parties shall designate an agent to whom the district shall transmit the said deductions, which agent shall then distribute the said deductions to the bank or other institution designated by the teacher. Upon proper transmission of the sums deducted to the said agents, the District shall have no further liability with respect to said monies. Deductions will be made when teachers have so requested in writing on forms provided.

All teachers shall have the privilege of direct deposit of their paycheck to their bank or credit union savings or checking accounts. Such automatic salary deposits shall be reflected in the next payroll preparation following the date of notification to the payroll office and continue thereafter until the teacher directs the payroll office to discontinue direct salary deposits. Commencement and termination of direct salary deposits shall be made in writing on forms to be provided to the teacher.

5. Agency Fee Deduction

The Board shall deduct from the salary of any employee who is included in the unit described in Article I but who is not a member of the Congress, an amount equivalent to the amount of dues payable by a member of the Congress and that said deduction shall be made in accordance with Article IV of the said Agreement and shall be utilized by the Congress as prescribed by statute.

B. Congress Rights

1. Schedule of Meetings

Representatives of the Congress shall have the right to schedule Congress meetings before or after school or during lunch periods.

2. Provisions for Officers

a. Non Teaching Provisions

(i) The President of the Congress shall teach two (2) periods per day.

(ii) One Vice President of the Congress shall be allowed one (1) free period other than the V.P.'s preparation period, for conducting Congress business.

b. Union President's Wages

The President of the Congress shall be paid a salary differential equal to 35% of BA Step 1 each year in consideration for the time and effort expended beyond the school day and during the summer in District-teacher employment relations and professional improvement, which differential shall be contributed by the Congress to the District.

3. Presentations at School Meetings

The Congress shall be given opportunities to present information at building faculty meetings and new teacher orientation meetings. The Congress may use the "Hearing of Visitors" section of the regular school board meetings to present information to the members of the Board.

4. Dissemination of Congress Information

The Congress shall have the right to post notices of its activities and matters of Congress concern on teacher bulletin boards. The Congress may use the interschool mail service and teacher mail boxes for communications to teachers. Announcements of meetings may be listed in school activity bulletins. The public address system may be used for announcing the date, time and place of the meetings before students are admitted to the building in the morning and after the bulk of the students have left in the afternoon.

5. Use of Buildings and Equipment

The Congress shall have the right to use school buildings, facilities and equipment, pursuant to existing practices and policies, provided that such use shall not interfere with the regular school program. Consumable supplies must be supplied by the Congress.

6. Conference Participation

Whenever representatives of the Congress are mutually scheduled by the parties to participate during working hours in conferences, meetings or in negotiations, they shall suffer no loss of pay.

ARTICLE V: COMPENSATION

A. The Congress and the District affirm the following salary schedule principles:

1. Salary Schedule

- a. The salary schedule Appendix A-1 shall be effective July 1, 2003 through June 30, 2004. The salary schedule Appendix A-2 shall be effective July 1, 2004 through June 30, 2005. The salary schedule Appendix A-3 shall be effective July 1, 2005 through June 30, 2006. The salary schedule Appendix A-4 shall be effective July 1, 2006 through June 30, 2007 and remain in effect until modified by the parties.
- b. Appendices A-1, A-2, A-3 and A-4 represent increases of three (3.0%) percent, three and thirty-five hundredths (3.35%) percent, three and ninety-five hundredths (3.95%) percent, and three and ninety-five hundredths (3.95%) percent, respectively, of each salary rate of the preceding year's schedule.

2. Salary Schedule Index

Excepting BA+45 and BA+60, horizontal progression on the salary schedule shall be based on an index of five (5%) percent of the base salary at BA, Step 1 vertical progression on the salary schedule shall be based on an index of five (5%) percent of the base salary on all BA columns through Step 9; vertical progression on the salary schedule shall be based on an index of five and one-half (5 1/2%) percent on all BA columns from Step 10 to Step 24, and on all MA column steps except 19, 21 and 23 which steps shall be equal to each respective preceding step.

The salary schedule will contain the "slanted bottom" concept, meaning that the number of steps will be increased in columns where greater training is required.

Teachers who possess an earned doctorate (Ed.D. or Ph.D.) will receive a \$1,000 differential above the scheduled rate for MA+75.

3. Salary Adjustments

a. Tenure Differential

Upon tenure appointment, a teacher's salary will be increased by \$300 over that shown on the salary schedule. This permanent differential will be added to the base salary of a tenured teacher each year thereafter. However, this differential shall not apply or be available to any teacher who becomes first employed by the District after June 30, 1979 nor to any teacher who has been awarded a salary adjustment under paragraph 3, subparagraph (b) of this Article.

b. Masters + 60 Differential

Teachers who, between July 1, 1997 and June 30, 2000 completed five (5) or more years on MA+60 of the salary schedule shall be paid a permanent salary adjustment of \$600 per year in addition to their base salary.

c. Course Credit Differential

Teachers will continue to receive a salary adjustment of \$600 per year in addition to their base salary schedule for having earned nine (9) additional credits beyond MA + 60 during the period July 1, 1997 to June 30, 2000. These credits may not be used for advancement to the MA + 75 column. However, teachers who have earned fewer than nine (9) credits beyond MA+60 between July 1, 1997 and June 30, 2000 may apply those credits toward the MA + 75 column.

d. Longevity

Teachers who have completed twenty-five years of credited service will receive a permanent longevity differential of \$2500 in addition to their base salary. The first longevity payment will be prorated for any teacher whose anniversary date is other than September 1.

e. Step Adjustment for 1997/1998 and 1998/1999 Hires

On their anniversary dates during the 2004-2005 school year, teachers hired in the 1997/1998 school year will move one additional step on the salary schedule. On their anniversary dates during the 2005-2006 school year, teachers hired in the 1998/1999 school year will move one additional step on the salary schedule.

4. Government Service Credit

One step on the schedule is given for service of at least one (1) year and up to eighteen (18) months, and two (2) steps in excess of eighteen (18) months in the following: U.S. Armed Forces, Peace Corps, National Teachers Corps. Such credit will be determined at the time of hiring only.

5. Vertical Movement from Step to Step

Increments to the highest step of each column shall be automatic.

6. Horizontal Movement from Column to Column

a. Teachers may move from one (1) column to another on the salary schedule on the basis of university and/or in-service courses which have received prior approval of the Superintendent of Schools. Request for Prior Approval forms are available in the main office of each school. Movement from one (1) column to another shall be made only upon accumulation of the necessary credits, at least nine (9) of which shall be college or university graduate credit and at least three (3) of which shall be District-sponsored in-service credits. Effective July 1, 2003, notwithstanding the above, no teacher may advance to the next column sooner than two (2) years from the teacher's last advancement.

i. The District is required to offer said in-service courses within the district each semester. These courses shall be deemed to have received prior approval. In the event such courses are not offered by the district, teachers may obtain the necessary in-service credit by taking other in-service courses which meet prior approval of the Superintendent of Schools. Teachers may not be awarded in-service credit if the course tuition is paid by the District.

- ii. The Superintendent of Schools and the President of the Congress mutually shall establish the subjects, standards and credits of each of said district-sponsored in-service courses.
- iii. At the request of a teacher, the District may, at its sole discretion, permit the substitution of courses offered by other institutions in place of District-sponsored in-service courses. Such substitutions shall not be precedent-setting with regard to future requests. The tuition for these courses will not be borne by the District.

b. Column Availability

- i. Teachers who shall have earned the MA degree in an area of graduate study directly related to their present role in this school system shall have the right to claim for salary adjustment not more than fifteen (15) credits for approved in-service or college courses taken after award of the BA degree and prior to award of the MA degree, providing such courses were not included in the requirement for the MA degree as indicated by the transcript.
- ii. BA+15, BA+45, BA+60: These columns are attainable only after completion of the bachelor's degree; credits earned prior to date of awarding of the bachelor's degree will not be credited toward these columns. BA+45 and BA+60 shall not be available to any teacher commencing employment in the District after June 30, 1980.
- iii. MA+15, MA+30, MA+45, MA+60: These columns are attainable only after completion of the master's degree; credits earned prior to date of awarding of the master's degree will not be credited toward these columns, except as stated in paragraph 6 subparagraph (b)i of Article V of the Agreement.
- iv. BA+30 and MA+45: These columns shall not be available to any teachers commencing employment in the District after June 30, 1982.

- v. BA+15 and MA+15: These columns shall not be available to teachers newly employed as of July 1, 1997, and thereafter. MA+15 shall not be available to any teacher employed prior to July 1, 1997, who does not complete the requirements for a masters' degree by January 31, 1998.
- vi MA+75: Credits to obtain MA+75 must be directly related to the teacher's assignment, must be approved by the Superintendent of Schools and taken subsequent to July 1, 2000.
- c. Salary adjustments will be made effective on September 1 and February 1 for approved coursework completed prior to such date(s), provided the Personnel Office has all official transcripts and proof of course completion on file by November 15 for the first semester and by April 15 for the second semester.
- d. Candidates for horizontal movement to a higher salary classification are responsible for filing an Application for Salary Schedule Adjustment with the Personnel Office. Such requests must be accompanied by an official transcript or in-service course credit certificate.
- e. No salary adjustment for course work shall be retroactive for a period longer than six (6) months back from the date of submission of a claim for salary adjustment.

7. Eleventh-Month Schedules

Teachers employed for an eleventh month shall receive one-tenth of the base salary for such service, computed on the preceding school year's teacher salary schedule. The eleventh month shall consist of twenty-three (23) workdays excluding Saturdays, Sundays and Independence Day.

8. Co- and Extracurricular Activities

Co- and Extracurricular activity compensation is set forth in Appendices B and C.

B. Retirement Incentive Plan

1. Upon retirement of any member who meets the conditions set forth below, the District shall make a one-time, non-elective, non-discretionary employer contribution equal to one-third (1/3) of the teacher's accumulated sick days paid out at 1/200th of the teacher's last annual salary, in accordance with applicable IRS Rules and Regulations governing employer 403(b) contributions. This contribution will be credited, for retirement purposes, as being paid for services rendered during the final full year of teaching service prior to the member's effective retirement date. Each such member shall also be eligible for and receive an individual contract guaranteeing a fully paid individual or family health insurance plan in retirement.
2. To be eligible for receipt of the benefit at the end of the 2003-2004 school year, a member must:
 - a. Be age 55 or older or eligible to retire without penalty on or before August 31, 2004, and
 - b. Have completed ten (10) years of full time service in the Patchogue-Medford District as a regular appointee not later than June 30, 2004 (per diem substitute service does not count).
 - c. Submit a written resignation from the District for purposes of retirement effective June 30, 2004, not later than February 1, 2004.
3. To be eligible for receipt of the contribution at the end of the 2004-2005 school year a member must:
 - a. Reach age 55 or become first eligible to retire without penalty between the dates of September 1, 2004 and August 31, 2005, and
 - b. Have completed ten (10) years of full time service in the Patchogue-Medford District as a regular appointee not later than June 30, 2005 (per diem substitute service does not count).
 - c. Submit a written resignation from the District for purposes of retirement effective June 30, 2005, not later than February 1, 2005.

4. To be eligible for receipt of the contribution at the end of the 2005-2006 school year a member must:
 - a. Reach age 55 or become first eligible to retire without penalty between the dates of September 1, 2005 and August 31, 2006, and
 - b. Have completed ten (10) years of full time service in the Patchogue-Medford District as a regular appointee not later than June 30, 2006 (per diem substitute service does not count).
 - c. Submit a written resignation from the District for purposes of retirement effective June 30, 2006, not later than February 1, 2006.
5. To be eligible for receipt of the contribution at the end of the 2006-2007 school year a member must:
 - a. Reach age 55 or become first eligible to retire without penalty between the dates of September 1, 2006 and August 31, 2007, and
 - b. Have completed ten (10) years of full time service in the Patchogue-Medford District as a regular appointee not later than June 30, 2007 (per diem substitute service does not count).
 - c. Submit his/her written resignation from the District for purposes of retirement effective June 30, 2007, not later than February 1, 2007.
6. Any monies in excess of applicable IRS contribution amounts shall be paid directly to the retiree within sixty (60) days of the retiree's effective date of retirement.
7. Unit members may elect also to take this contribution at the point of first eligibility (age 55) notwithstanding any TRS penalty they may suffer as a result of retirement provided that they meet all criteria set forth above regarding length of service and deadline for written notification of resignation. However, any such member will have the last opportunity to obtain this contribution in the year the member becomes first eligible to retire without penalty under the prevailing NYSTRS regulations in effect on February 1st of that year.
8. Should the State of New York establish a retirement incentive plan in effect during the term of this benefit and should the District opt to participate, affected unit members may choose between the State plan and this incentive in accordance with any applicable conditions prescribed in the State Early Retirement Incentive Legislation.

9. This Retirement Incentive Plan shall expire in all respects and be of no further force and effect on June 30, 2007. The Union herewith waives the applicability of Section 209-a(1)(e) of the Taylor Law to the entirety of the provisions of this retirement incentive [Article V (B)].

ARTICLE VI: TEACHING CONDITIONS

A. Teacher's Day

1. Length

The length of a teacher's school day of seven (7) hours and twelve (12) minutes shall not be extended without agreement between the District and the Congress. Teachers assigned to bus duty may be required to report to school earlier or leave school later than the times prevailing for the teaching staff in their respective buildings, but in no event shall their total school day be longer than that provided above. However, teachers may be required to attend no more than twenty (20) faculty meetings per year as may be arranged by administration. Such meetings shall commence at a time contiguous to the regular work day.

2. Differentiated Assignments

Guidance counselors, psychologists, social workers and librarians employed after June 30, 1982, may be assigned by the District to different work areas and different daily hours of work than established for all other teachers, provided that such employee, at the time of the interview for the position, is given a written notice of this provision. The different daily hours mentioned shall not exceed seven (7) hours and twelve (12) minutes except as indicated in Article VI A(1). During the term of this Agreement, the Superintendent of Schools and the President of the Congress will negotiate the extent and types of other positions which may be affected by this provision.

B. Teacher Service Year

1. Number of Days

The number of days of teachers' service required of teachers during the term of Agreement shall be 184, this to include 182 days of pupil instruction, one professional conference day organized by the

superintendent of schools and one additional day for the proper preparation of the school year. First year teachers, however, shall be required to take part in (2) two days of new teacher orientation activities in addition to the 184 days above. In any year when, due to weather cancellations or other emergencies, number of pupil instruction days will fall below 181 days of pupil instruction, the school calendar will be adjusted so as to assure 181 days of pupil instruction.

Teachers who do not complete the end of the year checkout procedure on the last day of school will be required to complete such procedure on the following Monday. The principal of each building shall make all necessary arrangements by the last day of school to determine whether such procedure has been completed by the teacher.

In addition to the foregoing, first year teachers shall be required to attend two (2) orientation sessions of no more than six (6) hours each during the month of August conducted by the Congress.

Orientation sessions for first-year teachers not held during August may be held during the month of September. Any such sessions that are held during September shall be contiguous with the end of the regular school day.

2. School Calendar

The school calendar shall provide for 184 days of pupil instruction. If no more than one (1) day of pupil instruction is canceled due to weather or other emergencies prior to April 1 of any school year, two (2) days of pupil instruction will be deleted from the school calendar during the period after April 1; if two (2) days of pupil instruction are canceled due to weather or other emergencies prior to April 1, one (1) day of pupil instruction will be deleted from the school calendar during the period after April 1; if more than three (3) such days are canceled for any reason at any time during the school year, the school calendar will be adjusted so as to assure 181 days of pupil instruction. Before formulating recommendations to the Board of Education concerning the school calendar for any school year, the superintendent or the superintendent's designee will consult with the officers of the Congress to obtain and consider their comments and suggestions. Final determination of the school calendar to be recommended to the Board of Education shall remain the discretion of the Superintendent of Schools.

3. Elementary Schedule

All elementary school teachers shall be assigned two half day sessions during the closing days of the academic year provided that the weekly minimum number of hours of student attendance required by the regulations of the Commissioner of Education is met.

4. Differentiated Schedule

Any rearranging of the work year of a teacher shall require mutual agreement among the teacher, the Congress and the Superintendent of Schools. Social workers and librarians may agree to work additional days and shall be compensated therefore by compensatory time in the year that the additional days are worked or receive pro-rata salary, at the option of the employee. Psychologists and guidance counselors may be assigned up to five (5) days in summer in exchange for an equal number of compensation days during the school year. Whenever possible the assigned summer work days will be mutually agreed upon by both the member and the District no later than June 30th. Compensation days may not be taken during the first five days or last five days of the school year; otherwise the choice of days is at the discretion of the member. It is expected that such days will be taken at times that are the least disruptive to the educational process. The said employees and the superintendent may also agree that the services of the employee may be performed in locations other than the school buildings. However, the different work year and different daily hours of work mentioned herein shall not exceed the number of work days or daily work hours established by this Agreement, except by agreement with the employee who shall be compensated therefore as above provided in this article. During the term of this Agreement, the Superintendent of Schools and the President of the Congress will negotiate the extent and types of other positions which may be affected by this provision.

5. Exceptions

Department chairpersons, lead teachers and deans shall be required to work up to five (5) days in addition to the number of work days required under subparagraph (b) (1) of this article, or work an equivalent number of hours during the school year outside of the seven hour day.

C. Lunch Periods

All teachers will be guaranteed an adequate lunch period which shall, in no event, be less than forty (40) minutes.

D. Teacher Aides

The District will, for the duration of this Agreement, continue to provide teacher aides for the purpose of cafeteria supervision. No teacher shall be assigned cafeteria supervision duty or playground supervision duty. However, the District may request teachers of the building to volunteer for cafeteria supervision during the teacher's lunch period. Said teachers shall be compensated for such supervision at the prorated hourly chaperone rate set forth in Appendix B for each period of supervision.

In the event that the number of teachers who volunteer exceeds the number required by the District, then such assignments shall be rotated in ten (10) week cycles wherever possible, among all teachers who volunteer.

E. Teacher Preparation

Secondary school teachers will not be required to teach in more than two (2) subject areas nor required to make more than three (3) separate preparations for teaching. It is understood that this provision shall not preclude the continuation of innovative programs already underway. It is further understood that exceptions to this guideline may be made from time to time in emergency situations.

This provision shall not apply where the District consolidates part-time teaching positions into a full-time position which consolidation results in a program in excess of three (3) teaching preparations.

F. Teacher Use of Petty Cash Funds

Each building principal is authorized to approve a purchase by a teacher and reimbursement by the District of any item not in excess of \$15.

G. Substitute Teachers

The Board agrees to earmark monies in the budgets for employment of substitute teachers and commits itself to hire such substitutes as may be needed, and when they are needed, within budget limits.

H. Teacher Facilities

The District will continue its program of improvement of teacher facilities by including in its new building projects adequate dining, rest room and cooperative planning facilities, and by continuing to provide, in existing building spaces not needed for pupil instruction, for cooperative planning and lounge facilities for teachers. In addition, the District will add to existing equipment inventories additional audiovisual equipment to keep pace with increasing enrollment and additional duplicating typing and telephone facilities located in teacher lounge or teacher planning areas. An appropriation of not less than \$1,000 shall be made for this purpose.

I. Office Facilities for Department Chairpersons

The District will, for the duration of this Agreement, to the extent permitted by availability of building space not needed for pupil use, provide office facilities for department chairpersons, deans and lead teachers to assist them in fulfilling their leadership responsibilities.

J. Secure Storage for Teacher Materials During Summer Months

In each building a secure storeroom will be established for deposit by teachers of personally-owned materials for safekeeping during summer months. The District shall not be held responsible for damage to or theft of these materials so long as reasonable measures are taken to protect them.

K. Class Size

It is agreed that a committee made up of six (6) Congress members shall meet with the superintendent and/or the superintendent's designees at least three (3) times each school year for the purpose of discussing and making recommendations with regard to all matters that are affected by class size. The committee may, at its discretion, publish its recommendations by March 1st of each school year.

L. Job Security

In the event it becomes necessary to abolish teaching positions the following procedures will be followed:

Teachers whose positions are to be abolished will be notified by June 1st of the year of such abolishment. In the event it becomes necessary to abolish a position held by a tenured teacher, the following procedure will be used:

1. Those tenured teachers with the least seniority whose positions are abolished will be placed in another position for which they are certified before any non-tenured teacher can be utilized in that area. If no position is available in which the tenured teacher is certified, such teacher will be given up to one (1) year in which to become certified, and when certified, will be placed in a position of that certification before any non-tenured teacher can be utilized in such area. During the period needed by the teacher to obtain the additional certification, the teacher will be given priority for substitute assignments. During the period such teachers are working toward certification, they will be considered on leave of absence without pay but will retain all benefits of tenured teachers. It is understood that such teachers will promptly begin to fulfill certification requirements in order to obtain the benefits provided herein above.
2. Those probationary teachers whose positions are abolished will be given serious consideration for placement in any vacancy within the school district for which they are certified.
3. The teacher shall be advised by the administration to seek certification in areas in which vacancies are most likely to occur.
4. At the secondary level, the District shall not abolish any teaching position or excess any teacher, within a tenure area, when any teacher within that tenure area has a six (6) teaching period assignment. At the elementary level, the District shall not abolish any teaching position or excess any teacher within a tenure area, when any teacher within that tenure area has a teaching assignment of more than the equivalent in minutes of the secondary level six (6) teaching period assignment.

ARTICLE VII: TEACHER ASSIGNMENTS

A. Certification

Teachers shall not be assigned, except temporarily or for good cause, outside the scope of their teaching certificates or their major fields of study.

B. Change of Grade or Subject

Teachers who will be affected by change of grade assignment or subject assignment, will be notified and consulted by their principals as soon as practicable and under normal circumstances before the end of the school year. Such changes will be voluntary as far as possible.

C. Teaching by Administrators

Administrative employees who are not included in the unit defined in Article I (B) may be assigned to teach classes provided that (1) no teacher of the unit shall be displaced or be deprived of a teaching assignment thereby, and (2) such an assignment shall not be made to fill, in whole or in part, a vacancy created by retirement, resignation, termination or a leave-of-absence for a specified period of time.

D. Teaching by Department Chairpersons, Lead Teachers and Deans

Teachers who are appointed as department chairpersons, lead teachers or deans may be exempted from teaching assignments. However, the responsibilities of lead teachers and deans shall not include the supervision or evaluation of teachers.

E. Amount of Teaching Time

1. Secondary school teachers shall not be assigned more than five (5) teaching periods per day. To help meet the New York State requirement of an "All Regents High School" the Congress encourages secondary school teachers to volunteer to accept a period of remedial instruction in place of an assigned duty. No period of remedial instruction may include more than ten (10) students, and no course credit may be awarded to students for participation in these groups. It is understood that this program is entirely voluntary on the part of the individual teacher, and that the decision to participate or not to participate and the participation itself as it relates to the quality of instruction shall not be considered or commented upon in the evaluation of a teacher's service. It is further understood that this program is in addition to, and not a replacement for any remedial program currently in place in the district.
2. Elementary school special subject teachers shall not be assigned to more student contact time than teachers of self-contained fourth grade classes.

F. Professional Period

All staff shall be assigned a Professional Period. The Professional Period will be used for the following activities to be assigned by the administration in consultation with the Union.

1. All teachers will provide two (2) periods of instructional support per week, according to a schedule developed jointly by the Congress and the District.

2. Curriculum involvement and development.
3. Develop ability to use computer as an educational tool.
4. Participate in professional growth activities.
5. Articulate with other staff members regarding individual students.
6. Participate in case study, child find, child study and parent meetings.
7. Team meetings.
8. Review and evaluate software, teaching materials, textbooks, etc.
9. Participate in program development meetings.
10. Test and screen students by special area staff.
11. Develop ideas for new programs and/or revisions in the current program.
12. Develop enrichment activities for students.
13. Evaluate and grade students.
14. Review student folders.
15. Serve on special committees.
16. Assignment of students to "make up" physical education classes, when student is in danger of failing physical education.
17. Other activities assigned by the Administration subject to agreement with the Union.

Administration may reallocate the current thirty (30) minute pre and post-workday work time periods; the additional time shall be used to create a professional period during which elementary teachers will be involved in activities similar to those delineated above.

ARTICLE VIII: TRANSFERS

The District and the Congress recognize that: (a) the frequent transfer of teachers from one (1) school to another is disruptive of the educational process and interferes with optimum teacher performance; (b) a substantial degree of stability must be provided for all teachers, especially new teachers; and (c) it is desirable that each elementary school faculty and department complement be composed of a reasonable balance of experienced and new teachers and that, on some occasions, it is necessary to transfer teachers from school to school to maintain this balance.

A. Announcement

Each year the superintendent shall announce in a communication to teachers in the early spring, that teachers wishing to transfer to another grade level or school may indicate their desire in a letter to the superintendent.

B. Involuntary Transfers - Probationary Staff

Every effort will be made to insure that no probationary teacher will be involuntarily transferred. Every effort will be made to ensure that no teacher who is eligible for the first time for a discretionary increment will be involuntarily transferred.

C. Voluntary Transfers

When a reduction in the number of teachers in a school is necessary, or when a new school is opened and a new faculty is being organized, to the extent possible, all volunteers shall be transferred first. In such cases, the superintendent shall invite all teachers to express their interest in transfer to another school. When a transfer decision has been made, notice of such transfer will be given to the teacher concerned as soon as possible.

D. Involuntary Transfers - Multiple Openings

When involuntary transfers between buildings are necessary, and more than one (1) position in other schools is available which the teacher to be transferred is qualified to fill, a description of such positions shall be given to the teacher to be transferred. In filling such positions, consideration shall be given to the preference of those with the greatest length of service in the District, but the ultimate decision shall be made by the Superintendent of Schools.

E. Exceptions

Exceptions to the procedure set forth above may be made when the superintendent of schools believes them required in the best interests of the teacher or school affected. The Congress shall be notified immediately whenever the superintendent finds it necessary to make such an exception, and the superintendent shall meet with the Congress's representative to discuss the transfer and shall give good faith consideration to their views.

F. Preference in Previous Position

B. Opportunity to Apply

All qualified teachers shall be given adequate opportunity to make application for such positions. If in the determination of the superintendent the overall qualifications of the applicants are substantially equal, preference shall be given to qualified teachers employed by the District.

C. Vacancies Developing in June or July

During the month of June, teachers who wish to apply for any administrative or supervisory post that may become vacant during the following months of July and August may so notify the superintendent of schools in writing and such notice will be kept on file in the superintendent's office until the opening of school in the following September.

ARTICLE X: SICK LEAVE, FAMILY AND PERSONAL DAYS

A. Sick Leave

Probationary teachers shall earn on day's sick leave with pay each calendar month they are employed during the period from September 1 through the following June 30. Any earned sick leave remaining unused at the end of any employment year shall be carried over into the following employment year. If a probationary teacher's employment terminates before June in any employment year, any paid sick leave received in excess of the number of days of sick leave earned during employment shall be refunded to the school district.

Tenured teachers shall be entitled to ten (10) days of paid sick leave per employment year, cumulative to 180 days.

The District, in the exercise of its sole discretion and on such terms as it may determine, may grant (a) additional sick leave to teachers who are absent due to illness for a period longer than their earned sick leave or (b) additional family or personal days to any teachers who are absent for a period greater than their unused family and personal days due to unusual circumstances. Requests for such additional leave shall be made through the superintendent. Any tenured or non-tenured teacher may be requested by a building principal or other immediate supervisor to furnish a doctor's certificate for illness lasting three (3) days or longer. In addition, a physician's note may be requested if the District believes that a teacher has had an excessive number of absences or has a pattern of absences in conjunction with holidays and weekends.

B. Compensation for Unused Sick Days

1. Upon a teacher's retirement from service in the District, the teacher shall be paid a sum of money equal to the teacher's daily rate of salary of the year in which the teacher retires multiplied by one-third (1/3) of the number of the teacher's unused accumulated sick days at the time of retirement.
2. Effective for the term of this Agreement only (July 1, 2003-June 30, 2007), in lieu of a lump sum, the District shall make a one-time, non-elective, non-discretionary employer contribution equal to the teacher's daily rate of pay (last year of service) multiplied by one-third (1/3) of the number of the teacher's unused accumulated sick days at the time of retirement, on behalf of the retiring teacher, subject to the applicable IRS Rules governing employer 403(b) contributions.

Any monies in excess of applicable IRS contribution amounts shall be paid directly to the retiree within sixty (60) days of the retiree's effective date of retirement.

This subsection 2 of Article X(B) shall expire in all respects and be of no further force and effect on June 30, 2007. The Union waives the applicability of Section 209-a(1)(e) of the Taylor Law to the entirety of this subsection 2.

C. Family and Personal Days

Over and above the ten (10) sick days allowable per year, an allowance of five (5) days shall be made annually for religious holidays, illness or death in the member's immediate family or for days lost by court subpoena or by physical examination for military service. However, two (2) of these days may be used for bona-fide personal business reasons.

Unused family and personal days are accumulative as sick days over and above the ten (10) sick days per year previously mentioned. The term "immediate family" as used above is defined as wife, husband, son, daughter, brother, sister, father, mother, mother-in-law, father-in-law, sister-in-law, brother-in-law, daughter-in-law, stepmother or stepfather.

The religious holidays above mentioned shall be those approved by the New York State Education Department for pupil attendance accounting purposes.

The bona-fide personal business reasons above mentioned are defined in terms of the following legitimate reasons:

1. Consultation with lawyers.
2. Financial business.
3. Important religious and educational ceremonies.
4. Ethnic observances of national significance, with prior written approval of the superintendent of schools or the superintendent's designee.
5. Instances beyond the control of the person involved (i.e., weather conditions, accidents, etc.)
6. Confidential personal business.

Reasons for which personal days will not be allowed are:

1. Recreation.
2. Substitution of personal days for sick days.
3. Shopping.
4. Attendance at a professional conference with a spouse who is also employed by the school system. Both may attend only if both have been approved as official representatives of the school district at the conference.

Any teacher wishing to claim a personal day is requested to fill out a check list, as soon as possible, which can be obtained in the school office stating the reason for the absence.

Notwithstanding the foregoing, a teacher who uses a personal day before or after Thanksgiving, Christmas/New Year Recess, Winter Recess, Spring Recess or on the last day of school must obtain the prior written approval of the Superintendent of Schools except where circumstances beyond the control of the teacher prevent prior approval from being obtained, in which case the teacher will report to the Superintendent of Schools as soon as reasonable after the use of the personal day.

ARTICLE XI: ALL OTHER LEAVES

A. Personal Leave

A leave of absence for further study, temporary residence in another locality, Peace Corps, Vista, or other such activities, may be considered by the District after a formal request has been approved by the superintendent of schools. This personal leave is available to all professional members regardless of tenure status. A teacher on personal leave must notify the superintendent of schools no later than April 1 of the year of the leave as to the teacher's intent to return or terminate employment. Return from leave shall occur on the first day of a semester.

B. Child Care Leave

Initial Board granted childcare leaves incident to the birth or adoption of a child shall require not less than thirty (30) days written notice to the Board of Education. Any teacher who takes a Board granted childcare leave may return to work at the beginning of the semester immediately following the commencement of said leave or at the beginning of either of the next two (2) semesters.

Any extension of a childcare leave will require sixty (60) days notice to the Board of Education.

Teachers requesting childcare leaves are encouraged to take such leaves so as to be least disruptive to the educational process and also to best secure their personal needs.

Teachers shall be entitled to unpaid childcare leave for up to one (1) year.

The Board shall grant up to an additional year of childcare leave, consecutive to the first year, provided that the teacher shall return to work at the beginning of the school year.

The Board may grant such additional periods of leave for up to one (1) year with the understanding that such leave shall commence and end consistent with the beginning and end of the school year, and which is consistent with the needs of the District's educational programs and the needs of the individual teacher.

C. General Stipulation Regarding all Types of Leaves

1. All benefits to which a teacher was entitled at the time the leave of absence commenced, including unused accumulated sick leave, will be restored upon return, and the teacher will be assigned to the same position which the teacher held at the time said leave commenced, if available, or, if not, to a substantially equivalent position. However, in the case of non-tenured teacher's re-employment is conditional upon an opening being available for which the teacher is qualified as stipulated in the letter to the teacher granting leave of absence.
2. All requests for extensions or renewals of leaves must be applied for in writing, and if approved, such approval must be in writing.

ARTICLE XII: INSURANCE

Health Insurance

1. The District will continue membership in the Empire Health Insurance Program.

The District will pay 89.5% in 2003-2004, 89% in 2004-2005, 88.5% in 2005-2006 and 88% in 2006-2007 of the premium for both individual and family coverages.

- a. The District shall offer health insurance coverage for domestic partners who qualify pursuant to the rules and regulations for domestic partners under NYSHIP.
2. The District will have in effect an IRS Section 125 Plan to be offered to teachers pursuant to which contributions for health insurance premiums and other authorized employee payments may be deducted from salary payments. In the event a teacher does not elect to be covered by said Plan, the teacher's contributions for health insurance premiums shall be deducted in equal amounts from each salary payment.
3. a. Teachers who decline the District health insurance and notify the District of such declination by August 1 of each school year shall be paid, in conjunction with the IRS Section 125 Plan, for each year the coverage is declined, the following amounts in two (2) equal payments, the first payment to be included in the first paycheck in December and the second to be included in the last paycheck in June:

- 50 or fewer teachers decline: \$2,000 for family coverage and \$1,000 for individual coverage;
 - 51-100 teachers decline: \$2,500 for family coverage and \$1,150 for individual coverage;
 - more than 100 teachers decline: \$3,000 for family coverage and \$1,300 for individual coverage.
- b. A teacher who declines coverage shall have the option to reinstate the coverage as provided by this Article at any time. The sum paid or to be paid to such teachers shall be prorated. In the event the proration results in a refund to the District, the refund shall be deducted in equal installments from such teacher's salary payments for the balance of the year after reinstatement. Should a waiting period be required prior to reinstatement, the teacher shall be reimbursed by the District for the cost of interim COBRA coverage. The amount reimbursed may not be greater than the cost to the District of the policy being reinstated.
4. A teacher whose spouse or domestic partner is employed by the District shall not be entitled to the coverage provided by the District unless the maintenance of such plan is required to comply with a court order to judgment predating July 1, 1989, or separation agreement executed prior to July 1, 1989. With respect to teachers whose spouse is employed by the District, the teacher will have the option of which spouse shall be covered by the District's Family Plan. Nevertheless, a teacher who thereafter becomes no longer covered by his/her spouse's said coverage or who retires from the District under the New York State Teachers Retirement System shall be entitled to immediate reinstatement, at the cost of the district, to the coverage of the District's Family Plan, if the teacher has dependents, or to the District's Individual Plan, if no dependents.
5. Notwithstanding the foregoing, all teachers shall be covered by an excess major medical policy providing for at least the same coverage as the policy in force and effect as of June 30, 1989. The District shall pay up to \$70,000 per year for such policy. In the event the annual premium cost is higher than \$70,000 such excess shall be paid by the teachers.

6.
 - a. Upon retirement for each retiree, except those retiring under Article V(B), the District will pay the same percent of the health insurance premium for an individual or family health insurance plan for said retiree as it did in the retiree's last year of active service in the District.
 - b. For said unit members who retire during the term of this Agreement, July 1, 2003-June 30, 2007, the District shall provide an individual contract guaranteeing the District's contribution as set forth in paragraph (a) above.

B. Life Insurance

The District will pay 50% of the monthly premium for group life insurance in the amount of \$5,000 for each member of the professional staff who enrolls in the plan. Thereafter, the District will pay the entire premium on such life insurance for each member of the professional staff who has enrolled in the plan and has contributed 50% of the premium for a period of thirty-six (36) consecutive months.

C. Income Protection Policy

The District shall pay 100% of the annual premium cost for the current Disability Insurance Program.

D. Dental Insurance

The District shall assume 80% of the full premium cost of the current dental - insurance plan for individuals. The particulars of the insurance program shall be agreed upon by the President of the Congress and the Superintendent of Schools.

For a family plan, the District will pay an amount equal to the District's contribution for an individual plan.

Alternatively, the District will pay 80% of the premium for the Healthplex family plan.

After the particulars have been agreed upon and an insurance carrier selected, in the event that the District seeks to replace the said carrier with another carrier, it may do so only after same or equal benefits are provided by the new insurance carrier. However, before any replacement of the insurance carrier is made, the Superintendent of Schools shall consult with the Congress concerning the reason or reasons for the replacement of the carrier and the specific benefits that will be provided by the new insurance carrier.

E. District Supplementary Contribution

The District shall provide the sum of \$70,000 in each year of the Agreement to be applied toward the payment of the premium for the excess major medical policy referred to in Article XII (A). In the event that the premium for the excess major medical policy is less than the said sum of \$70,000, the difference shall be applied to the District's contribution to the dental health insurance program for teachers.

F. Workers' Compensation

Workers' Compensation Insurance benefits paid in lieu of salary to a teacher shall be returned to the school district by the teacher. The teacher shall be credited with sick leave time for payments reimbursed to the District by the Workers' Compensation Board.

ARTICLE XIII: PROTECTION OF TEACHERS

- A. Teachers shall immediately submit to their principals a detailed written report on all cases of assault suffered by them in connection with their employment.
- B. This report shall be forwarded to the Superintendent of Schools and then to the Board, which shall comply with any reasonable request from the teacher for information in its possession relating to the incident or the persons involved, and shall act in appropriate ways as liaison between the teacher, the police and the courts.
- C. If criminal or civil proceedings are brought against a teacher alleging that the teacher committed an assault in connection with employment, the District will furnish legal counsel to defend the teacher in such proceeding as required by law.

- D. Should an assault on a teacher occur in the line of duty and if the teacher's injury results in loss of time, the teacher shall be paid in full for the duration of the absence until the Worker's Compensation Board determines that the teacher is no longer disabled from teaching by reason of the injury sustained but, in no event, longer than five (5) years from the onset of the disability. Notwithstanding, a teacher whose terms of employment is of limited duration i.e. substitute teacher, shall not be covered by this provision beyond the termination of the term of employment. Such paid absence shall not be deducted from any sick leave to which such teacher is entitled under this Agreement. Any Workers' Compensation benefits paid in lieu of salary to a teacher during this period shall be turned over by the teacher to the District.

Both the District and teacher assaulted will cooperate in bringing and maintaining appropriate prosecution of the student, including administrative disciplinary action.

- E. Upon insertion of any material which pertains to performance or which is derogatory, in a teacher's personnel file, the teacher shall be given a copy of the material. The teacher shall be given a reasonable opportunity to respond or comment in writing concerning the said material, which shall be attached to the writing and inserted in the file.

No adverse action can be taken against a teacher unless a written report of the circumstances upon which said action is to be taken is included in the teacher's personnel file and which report has been subject to the above procedures. When, however, because the nature of the circumstances may require immediate action to be taken, the written report may follow the action as soon as reasonably possible.

- F. The District shall maintain only one (1) personnel file for each teacher which shall contain all written material relative to the teacher's work performance. The said file may be composed of two (2) sections: one section located in the principal's office and one section located in the personnel office.

ARTICLE XIV: SUPERVISION AND EVALUATION OF TEACHING

A. Supervision

Supervision includes all types of practical assistance and all forms of professional counsel, both of a formal and informal nature, provided to tenured and non-tenured teachers which are intended to raise the level of instructional quality in the District as well as to help assure the success in teaching of each

member of the professional staff. Supervisory techniques include such activities as classroom visits, grade-level meetings, conferences and team planning.

1. The following shall assume supervisory roles: the Superintendent of Schools, the Assistant Superintendent for Instruction; the Assistant Superintendent for Business; building principals, assistant principals; and academic directors and department chairpersons, except that during the term of the Agreement, the Superintendent of Schools may enumerate different or additional administrative titles of those administrators who may assume supervisory and evaluative roles.
2. Supervision shall be continuous throughout the school year and shall start early in the first semester.

B. Evaluation

Evaluation includes only those formal measures taken in the process and sequence of assessment, judgment and decision-making by supervisory and administrative personnel, particularly to determine whether a candidate serving a probationary period should be continued in service for another year, and whether a final year probationary candidate should be recommended for tenure appointment. As a continuous assessment of quality of performance, the process of evaluation is applicable to tenure as well as probationary teachers.

Evaluation of tenured staff shall consist of an annual performance review and a minimum of one (1) observation report every three (3) years. The observation report shall be based on an observation unless the teacher agrees to one (1) of the alternatives set forth in paragraph B (2e). Evaluation of non-tenured staff shall consist of an annual performance review and a minimum of two (2) observation reports each year.

1. The following shall assume evaluative roles: the Superintendent of Schools or designees of the superintendent whose certification includes supervision and evaluation of instructional staff; district administrators whose certificate includes supervision and evaluation of teachers, principals, academic directors and department chairpersons.

- a. The superintendent or the superintendent's designee:

The superintendent or the superintendent's designee will make one (1) observation of each probationary teacher which must be completed before tenure recommendation is made. Teachers will receive a copy of the observation report and a demurrer slip before the end of the school year in which the evaluation is made.

- b. District administrators, principals, assistant superintendent, academic directors and department chairpersons:

A minimum of two (2) observation reports per year for each non-tenured teacher shall be submitted by each evaluator, one of which shall be prior to the end of the first semester. If the first observation report indicates a need for additional supervision and/or correction, the evaluator shall take such steps as conference, workshop, referral to resource personnel, additional observation, etc., to assist such probationary teacher who is experiencing difficulty. An annual performance review shall be conducted prior to the end of each school year.

2. The following procedure shall be used:

- a. Comments and/or recommendations shall be recorded on the appropriate evaluative device with a copy to the teacher evaluated;
 - i. Any evaluator may choose to supplement an "evaluation report" with a letter.
 - ii. The superintendent's observation shall be followed by a letter and a demurrer slip.
- b. An annual performance review of each staff member will be conducted.

Although an observation may be part of the annual performance review process, an observation is not a prerequisite to completing the annual performance review. A conference between teacher and administrator will be held prior to the completion of the annual performance review form. Teachers are encouraged to bring items to the annual professional performance review (APPR) conference which they feel would be of assistance. Annual performance review forms for tenure and non-tenure staff are in Appendix E. If necessary, Union and District will work together to modify APPR forms to conform with the District's Professional Development Plan.

- c. Observation reports of non-tenured teachers will be completed each year using the form in Appendix D.

- d. Observation reports will be completed a minimum of once every three (3) years for tenured teachers unless an alternative is chosen.
- e. The standard observation is the normal procedure for the evaluation of a tenured teacher. However, either a teacher or evaluating administrator may propose one of the alternatives listed below. If teacher and evaluating administrator mutually agree, this option may replace the standard observation. However, the evaluating administrator must clear the alternative with all of the other evaluating administrators before giving final approval to the proposal. The failure of the teacher or administrator to agree to an alternative for an observation shall not be used or referred to thereafter. A copy of the mutually agreed upon proposal shall be submitted to the assistant superintendent for personnel and all other evaluating administrators. (See Appendix D for form.)
 - i. One or more of the following alternatives be chosen:
 - (a) Self-directed development: This alternative enables the individual teacher to work independently on professional growth concerns. The teacher develops and carries out an individualized plan for professional growth, with the evaluating administrator or supervisor serving as a resource. Self-directed development would be most useful for teachers who prefer to work alone.
 - (b) Cooperative professional development: This alternative is a collegial process in which a small group of teachers agree to work together for their own professional growth. They may observe each other's classes, give each other feedback about those observations, and discuss common concerns. They can collaborate in a range of other instructional activities, if they wish. This would be most useful for teachers who value collegiality.

- (c) Clinical development: This alternative is an intensive process designed to improve instruction by conferring with a teacher on lesson planning, observing the lesson, analyzing the observational data and giving the teacher feedback about the observation.. This cycle can be repeated throughout the year as a part of a systematic plan for professional growth developed by the teacher and supervisor. This would be useful for teachers who wish to work on a special area of concern.
- ii. The alternative for observation should focus upon one or more of the following practices: knowledge of subject matter, planning and preparation, understanding of principles of learning, instructional strategies of learning, instructional materials, classroom management, skill in human relations, student response to and involvement in the lesson.
- iii. All parties involved in an alternative will be asked to review effectiveness of the project. The evaluating administrator will be responsible for the written evaluation of the teacher.
- f. Within a reasonable time following the observation, teachers shall read and sign the "evaluation report"" and be given the opportunity to submit a demurrer slip..
- g. There shall be communication at the time that the observation report is received which leads to opportunities for further conference.
- h. All evaluations of teachers shall be kept in the teacher's folder in the principal's office.
- i. In the event of a negative comment on the observation report, the evaluator shall specifically state to the teacher the desired performance and shall give to the teacher positive suggestions to achieve the said desired performance. It is understood that the quality of the desired performance and the positive suggestions are not grievable: however, the failure to give positive suggestions is grievable.

3. The probationary teacher:

During the probationary period, candidates for permanent appointment to the teaching staff have an obligation to demonstrate to supervisory and administrative personnel that they are, beyond a reasonable doubt, fully competent to teach and worthy of permanent appointment to the professional staff. During this period of temporary appointment, the obligation of proof of competence is on the candidate rather than on the District. The school District has an obligation to provide the probationary candidate with satisfactory working conditions and such supervisory assistance as the candidate requires to point out weaknesses and suggest ways and means of improving the candidate's teaching.

ARTICLE XV: SUMMER SCHOOL EMPLOYMENT

A. Communication of Openings

If the Board of Education authorizes a summer school program in any calendar year, the Superintendent of Schools shall communicate with all teachers in the district, in the spring of that year, informing them by what means and by what date any teacher interested in teaching in the summer elementary or secondary school may apply for summer teaching positions. This communication shall also indicate by what date successful as well as unsuccessful applicants shall be notified regarding summer staff appointments.

B. Use of District Personnel

It shall be the policy of the District that summer teaching positions shall be filled from the regular teaching personnel of the district. Teachers not regularly employed by the District during the regular school year shall not be appointed to summer teaching positions unless, in the opinion of the Superintendent of Schools, there is not a sufficiently well-qualified applicant from the regular staff.

C. Continuity of Staff

It shall be the policy of the District to endeavor to maintain reasonable stability and continuity in its summer teaching staff. However, seniority shall be no guarantee of permanence in summer employment. All teachers interested in summer teaching, regardless of whether or not they shall have been previously employed in the summer elementary or secondary schools, shall be given consideration for summer school appointments.

D. Recommended Staff Criteria

In recommending to the Board of Education teachers for summer school positions, the superintendent shall take into account the following factors: (1) evaluation reports by the summer school principal if the teacher has previously taught in the summer; (2) evaluation reports by principal, academic directors and/or department chairpersons with respect to quality of teaching service during the regular school year; (3) length of service in the school district; (4) amount and type of professional training in relation to specific summer teaching responsibilities and assignments available; (5) subjects or grade levels taught during the regular school year in relation to summer openings; (6) summer school or regular school lesson plans; (7) teacher status with regard to provisional and permanent certification requirements; (8) the special file maintained for each summer school teacher by the summer school principal.

E. Notice of Appointment

All teachers appointed to summer positions shall receive written notice of such appointment indicating the summer classes or subjects they will be expected to teach and the amount of compensation for such teaching. This notice of appointment shall also indicate that all summer teaching appointments are conditional upon a sufficient registration to warrant offering the subject in the summer and to warrant scheduling the number of sections estimated as necessary prior to actual pupil registration.

F. Summer School Compensation

Summer school compensation rates for 2003 shall be \$2,977 per 90-minute class; for 2004, \$3,077 per 90-minute class; for 2005, \$3,199 per 90-minute class; and for 2006, \$3,325 per 90 minute class. These rates will be in effect should the District operate its own summer school.

G. Sick Leave

A summer school teacher who is a probationary or tenured teacher of the District shall have two (2) days of paid sick leave during the summer school session. The use of said days shall be deducted from the teacher's sick leave entitlement provided under Article X of this Agreement at the rate of one-third (1/3) of a day for a teacher assigned one (1) summer school class and two-thirds (2/3) of a day for a teacher assigned to two (2) summer school classes.

ARTICLE XVI: CURRICULUM DEVELOPMENT

If the District should allocate funds for conducting summer curriculum development workshops, teachers will be invited to apply for participation in such projects as the superintendent may recommend and the Board approve. Selection of the teachers to participate in such projects shall be made by the District on the recommendation of the superintendent. (See Appendix B for salary rate.)

Compensation to teachers for summer curriculum projects shall not be paid until the completed project has been submitted to and approved by the superintendent or the superintendent's designee.

Whenever a curriculum development or curriculum revision project has been completed during the summer, or during such other time as it may have been scheduled and completed, and after it has been published and distributed to teachers, the teachers of all pupils (i.e, subject; grade level) whose instruction must be modified in light of such curriculum change, shall be obligated to participate in reorientation and retraining programs, within a two-month period after publication and distribution, outside of the time limits of the teachers' normal working day, during late afternoon or evening hours, for not more than twelve (12) clock hours per teacher. This shall be considered part of the teacher's normal professional obligation without extra compensation for such retraining and reorientation.

ARTICLE XVII: PROFESSIONAL GROWTH OF TEACHERS

A. Teacher Visitations

As a means of improvement of instruction at all grade levels and in all subjects, in its discretion the District may permit teachers to plan classroom observation visits for one (1) full school day per year to other schools within the district and to other school districts. The District must grant approval to non-tenured teachers whose evaluations contain criticisms.

Such visitations will be subject to the following requirements:

1. Teachers whose teaching will be observed by local personnel will be outstanding teachers in their field in the opinion of their own building principal and superintendent.
2. Qualified substitute teachers will be employed when a local teacher is absent from duty on such an authorized observation.

3. No additional cost will be incurred by this District, other than the cost of providing qualified substitutes, for travel or other expenses incurred by local personnel in visits to any school system on Long Island.
4. All visits will be arranged by and approved by building principals under the general supervision and coordination of the assistant superintendent.
5. Each teacher authorized to make such a visit will, upon completion of the observation, make a written report to the building principal, with a copy to the superintendent. This report will include a statement on good educational practices observed and the implications of the observation for local improvement of instruction. From time to time, principals will be expected to provide for oral reports to building faculties by those who have completed such visits.
6. Information regarding outstanding examples of exemplary instruction suitable for teacher visitation shall be made available by the District administration, building administration and the Congress.

B. In-Service Training

1. Preamble
 - a. The professional training of teachers does not cease when they enter the teaching profession.
 - b. Future professional development cannot be adequately served by continuous teaching experience alone.
 - c. It is the obligation of the school system to stimulate the professional development of its staff by providing training opportunities for teachers to improve their competence on the job.
 - d. These opportunities, when properly planned and coordinated, will be called the in-service education program of the school district.
 - e. The test of the in-service program lies in the improvement of instruction and consequently in the improved learning of pupils.
 - f. Although university-sponsored continuing professional training programs are available and teachers should be encouraged to take

advantage of them, local training experiences specifically related to local instructional problems and plans are also necessary.

- g. The in-service program cannot be separated either in spirit or function from curriculum planning and supervision, the three (3) representing overlapping facets of the program for instructional improvement.

2. Definition

In-service education is to be defined as any professional development program sponsored by the District or accredited colleges and universities, or by duly recognized professional organizations and/or community institutions.

3. In-service Program with Salary Adjustment

- a. All work for salary schedule credit shall be classified in one (1) of two (2) ways:
 - i. Graduate courses offered at or by colleges or universities;
 - ii. Professional development programs sponsored or approved by the District, including such programs as (1) local courses; (2) curriculum workshops; and (3) educational research projects. Participation in in-service programs for which credit toward salary advancement is to be claimed must have the prior approval of the superintendent, with the exception of local in-service courses announced as approvable for all teachers. Failure of a teacher to obtain prior approval of a particular course may not be used as the sole ground for disallowing salary credit for the course.
- b. Teachers will assume full responsibility for tuition and fees charged by colleges or universities.
- c. No in-service credit shall be given for any activity when the teacher has been reimbursed by the District for participation in the activity.

4. Standards for Local In-service Programs

- a. Organization Requirements: Programs will be organized under the auspices of the District and offered during hours not included in the regular school day.

- b. Study Requirements: The programs shall be organized in such a manner as to promote sound scholarship and stimulate advanced and independent study. The content shall be relevant to the general role of teachers or to their specific teaching assignment;
- c. Clock Hour Requirement: For each course credit or salary schedule credit, a minimum of fifteen (15) clock hours of instruction will be required;
- d. Leadership Requirement: A local staff member appointed to give leadership to an inservice program must: (1) have a record of superior teaching performance; (2) be fully certified and be the holder of a master's degree or the equivalent; (3) be recommended by the Superintendent of Schools. In the case of out-of-district leaders, the prime requirement shall be: (1) exceptional scholarship; (2) relevant and rich professional experience; (3) leadership ability or demonstrated success as a teacher of teachers. The qualifications of in-service course leaders shall be published at the time of course announcements.
- e. Library Facilities: There shall be an adequate number of appropriate reference materials in the professional library of the curriculum materials center which are reserved for use of teachers enrolled in each in-service program.
- f. Course Outline Approval: Before any in-service program is offered, a detailed course outline must be developed cooperatively by the instructor and the assistant superintendent. The final draft of course outlines must be approved by Superintendent of Schools. Once a course has been outlined and approved, it shall become a standard course outline of the District until discontinued.
- g. Grading: The grading system for in-service programs shall be as follows:

C = Credit

NC = No Credit

IA = No Credit Due to Incomplete Attendance

Any registrant who is absent for whatever reason from three (3) or more sessions out of ten (10) in any course shall not receive credit for the course.

- h. Records: A system of permanent records shall be kept which indicates the courses completed by each teacher, the nature of the courses, and the teacher's attendance and credit record.
- i. Supervision and Evaluation of In-service Programs:

The Assistant Superintendent of Instruction shall be responsible for giving immediate supervision to in-service programs in the appropriate grade level. At the end of each course, each participant will be asked to complete a written evaluation of the course, and the Assistant Superintendent for Instruction shall provide the Superintendent of Schools with an overall evaluation.

5. Compensation for In-service Teachers

Compensation of in-service teachers shall be determined mutually by the District and the Congress and be based on number of course credits and number of participants.

C. Teacher Participation in Professional Conferences

The District and the Congress encourage teachers to participate in worthwhile professional conferences in the area of instruction related to their teaching responsibility. The District and Congress assert their intention of planning such worthwhile conferences for Patchogue-Medford teachers and otherwise bringing to the attention of teachers valuable conference attendance opportunities outside the school district.

To this end the District pledges a financial appropriation to permit the planning of such local conferences and also to cover a part of the expense for teacher attendance at out-of-district conferences as well as the indirect cost of substitute teachers. The Congress pledges that it will cooperate fully with the Superintendent of Schools in assuring that all members of the teacher unit attend the one (1) conference held locally each year and assist in bringing to the attention of teachers other worthwhile conference opportunities outside the school system.

In order that the investment of teacher time and financial resources in teacher conference attendance be reasonable in extent, the following limitations shall be placed on conference attendance:

1. An annual schedule or calendar of professional conference opportunities for teachers shall be developed cooperatively by Congress and administrative representatives, and published and distributed to all teachers not later than September 30 each year.
2. The principle of District representation shall be followed in approving conference requests; a limited number of teachers will be permitted to attend any conference where direct or indirect expense to the District is involved, and in high-expense conferences a more limited number of teachers shall represent the District.
3. All teacher requests for conference attendance must be screened by the building principal and be in the hands of the superintendent by October 30; requests for conference, the dates of which are established after October 30, will be considered when submitted after October 30. If monies for conferences allocated to a building have not been encumbered by the October 30 deadline, additional requests will be considered.
4. The superintendent is the final approving authority for all conferences where expense to the District is less than \$125; conference expense amounts above this sum must have prior approval of the Board of Education.
5. Teachers will not claim expenses for any Long Island located conference or other conference where approved expenses are less than twenty dollars (\$20). For all other approved conferences when approved expenses exceed twenty dollars (\$20) the first twenty dollars (\$20) of approved expense shall be deducted from the total expenses claimed and approved for the conference when reimbursement by the District is made to the teacher.
6. Renumeration for conference expenses or expenses of teachers on other types of approved travel shall be made only after submission by the teacher to the Superintendent of Schools of a "claim for approved travel expense" with required vouchers or receipts attached, and after distribution by the teacher of the conference report (see Item 8 below).
7. Not more than \$20 per day shall be allowed for meals for full conference days or meals for teachers on other types of approved travel.
8. Each teacher, upon return from an approved professional conference, shall complete a "conference highlights" report and submit such a report to the director in the secondary schools and to the principal in the elementary schools.

9. On occasion a principal, director and/or the Superintendent of Schools may request a teacher to attend a particular conference, but no teacher will be required to attend any conference against the teacher's will.
10. Requests from teachers to attend conferences which do not relate directly and sufficiently to their area of teaching responsibility in the opinion of the Superintendent of Schools shall be approved or disapproved at the superintendent's discretion. If such conference attendance requests are approved, compensation for the days absent shall be deducted from pay checks.

ARTICLE XVIII: INDIVIDUAL PROFESSIONAL RIGHTS OF TEACHERS

A. Teacher Participation in Program Evaluation and Educational Policy Formulation

In addition to rights provided by law for professional negotiations, teachers shall be provided opportunities to participate in evaluation of instructional programs and projects of the school system as well as in formulation of basic educational policy recommendations of the Superintendent of Schools to the Board of Education. Opportunities for such participation shall include the following: building faculty meetings, grade level meetings, secondary department meetings, special committees established by the Superintendent of Schools, special teacher-administrator, committees established by the District and Congress, curriculum workshops, in-service training courses, education meetings.

B. Development of the Annual Budget for the School System

The Board of Education is responsible for adopting an annual budget and for presenting such a budget to the voters for action.

It is the responsibility of the Superintendent of Schools to recommend budgetary appropriations to the school board, and it is the responsibility of building principals to forward budgetary requests to the Superintendent of Schools.

Principals, academic directors and department chairpersons will be expected to solicit the requests and views of teachers in the initial stages of formulation of their budgetary requests.

With respect to equipment requests, each principal will submit to the Superintendent of Schools requests for equipment in priority order from that which is most critically needed to that which could most easily be laid over, and when budgetary cuts are made, the Superintendent of Schools and Board shall take into account these priorities.

In the initial stages of budget development, the Superintendent of Schools shall engage with teachers, in their respective faculty meetings, in discussion of overall budgetary priorities for the coming year.

C. Access to Personnel Files

Teachers shall have the right, upon request and by appointment, to review in the presence of an administrator the contents of their own teacher file as maintained by the District, excluding reference information supplied by former employers or other sources. A teacher may have such file reviewed by a third person if such teacher signs a written waiver and consent thereto.

ARTICLE XIX: INDIVIDUAL PROFESSIONAL
RESPONSIBILITIES OF TEACHERS

A. Definition of Professional Duties of Teachers

Those duties of teachers which shall be regarded as appropriate and commensurate with their professional training and unique competence shall include participation in all phases of the school system's program of pupil instruction such as: direct instruction of pupils in the formal classroom setting; planning for such instruction on an individual or team basis; test construction on an individual or teacher-cooperative basis; evaluation and screening of instructional materials; creation and construction of such materials on an individual or team basis; evaluating pupil achievement; reporting such achievement to pupils and parents via written or conference forms of communication; teaching and counseling with pupils on an independent study or individual project basis; providing remedial instruction to pupils having learning difficulty or enriched instruction to the able and talented on a group or individual basis; participation in case conferences with pupils, parents, colleagues and administrators; participation in professional meetings; participation in curriculum development, in-service and intervisitation programs; leadership of informal instructional programs in an extracurricular activity setting; supervision of pupils outside the classroom in corridors, playgrounds, study halls, auditorium programs, libraries, bus loading and debarking, and such other locations on school property where pupils are engaged in learning or in passing from place to place, where the health and safety of pupils is at stake and where opportunities for teaching skills, attitudes and values exist.

During the term of this Agreement, the Superintendent of Schools and the President of the Congress shall negotiate the extent and types of noninstructional duties to be performed by teachers.

B. Educational Workshops

Educational workshops will be organized by the principals and Superintendent of Schools periodically during the school year.

Teachers who are encountering difficulty in instruction of pupils, as determined by at least one (1) classroom observation and subsequent conference, will be requested to attend such workshops. Any teacher may be expected to attend a maximum of three (3) workshops. If a teacher declines to attend such a workshop upon request of the principal, a written notation of the teacher's refusal shall be placed in the teacher's personnel file.

The workshops shall be scheduled on weekdays during times when pupils are not in attendance in school and will be no longer than two (2) hours in length. Teachers will be notified at least one (1) week in advance of the scheduled date for a workshop.

When a workshop has been scheduled on a particular subject or for a particular group of teachers, all teachers of the subject, grade or type will be invited to attend the workshop and may voluntarily do so if they choose. At least one (1) such workshop shall be scheduled each year for all first and second year probationary teachers either before or after the first observation.

Teachers of experience and exceptional competence in this school system, as well as outside resource persons, when necessary, shall be invited to participate in these workshops as consultants to newer teachers.

C. Physical Examinations for Probationary Teachers

Each teacher who has been appointed to the first year of probationary service shall fulfill the requirements for a medical examination and tubercular test. Teachers who have not met this requirement, which is designed to safeguard the health of pupils, will not be permitted to commence teaching on the first day of school.

D. Physical Examinations for Teachers with Serious Health Problems

After consultation with the Congress and upon recommendation by the Superintendent of Schools to the school board, a teacher whose health condition may be placing the welfare of children in jeopardy may be required to undergo an examination by a physician selected by the teacher from among three (3) physicians approved for such examination by the school board and to fulfill this examination requirement within thirty (30) days of such request by the Board.

E. Implementation of State Syllabi and Local Curricula

Each teacher shall be held fully responsible for planning and conducting the instruction of pupils in such a manner as to fully adhere to and carefully implement appropriate New York State curricular syllabi, local curriculum guides, educational policies of the school system and other locally published instructional guidelines.

Documents outlining the responsibility of teachers for instruction in accordance with aforementioned syllabi, local curriculum guides, educational policies of the school system or other locally-published instructional guidelines will be prepared for each elementary and secondary teacher and included in teacher handbooks.

F. Planning the Instruction of Pupils

It is recognized by the Congress and the District that careful planning of lessons by teachers is a prerequisite to effective instruction of pupils. Toward this end some time has been designated and scheduled within the school day for "preparation and planning" for the professional staff. In elementary schools, each principal, when making out the master schedule, will make a reasonable effort to schedule a minimum average of forty (40) minutes within each seven-hour day as planning time for each elementary teacher. Teachers shall use this time primarily for planning their teaching and shall work during this time on an individual and/or cooperative teacher basis.

G. New York State Certification

Provisionally certified tenured teachers, who do not complete requirements for permanent certification by the date of expiration of the provisional certificate will not be continued in active teaching service beyond the end of the school year in which such certification expires. The Director of Personnel will continue to make an effort to notify teachers within a reasonable time before the completion deadline under this section. Failing to notify a teacher will not negate the teacher's responsibility regarding this provision nor will it be considered a grievable item.

H. Teacher Request for Supervisory Assistance

Teachers (new or experienced) who are encountering problems in the classroom in areas such as pupil control, teaching method and approach, materials utilization, content mastery or selection or pupil achievement or the measurement thereof, are encouraged to report such problems to their principal and/or supervisor requesting counsel and assistance in the interest of both the teacher and the pupils. A "request for conference" form will be provided for use by teachers to secure such assistance.

I. Individual Conference Time with Teachers for Pupils and Parents

Each elementary and secondary teacher, under the supervision of the building principal, shall designate a period each week of not less than thirty (30) minutes, either before or after the teacher's regular duty hours, which indicates that such teacher will be available at such time for individual conferences with pupils and/or parents, for reporting to pupils and parents on pupil progress and problems, for providing remedial instruction to individual pupils or pupils in groups of more than four (4) and for assisting pupils and their parents to develop ways and means of raising and maintaining the level of pupil motivation, application and achievement. Such individual conference schedule of teachers shall be mailed by the principal to all parents not later than the end of the first full week of the school year and shall be included in all subsequent report cards to parents as well as distributed to pupils and parents by other means which principals feel will have maximum result. Such teacher conference schedule shall show the days, times and rooms in which teachers will be available for these conferences.

J. Standards of Achievement for Pupils

Teachers shall work out with their grade or subject colleagues, in cooperation with the principal, academic directors or department chairperson, differentiated and realistic standards for pupil evaluation to assure fairness to students in marking.

PATCHOGUE-MEDFORD CONGRESS
OF TEACHERS

By: Jane F. Conetta

Jane F. Conetta
President

PATCHOGUE-MEDFORD UNION
FREE SCHOOL DISTRICT

By: Dr. Veronica McDermott

Dr. Veronica McDermott,
Superintendent of Schools

Date: August 18, 2003

Appendix A-1											
Teacher Salary Schedule/Year (School Year 2003 - 2004)											
STEP	II	III	IV	IVA	IVB	V	VI	VII	VIII	IX	X
	BA	BA+15	BA+30	BA+45	BA+60	MA	MA+15	MA+30	MA+45	MA+60	MA+75
1	40971	43021	0	0	0	47118	49166	51213	53264	55311	57361
2	43021	45070	0	0	0	49370	51418	53467	55516	57567	59615
3	45070	47118	0	0	0	51625	53673	55721	57770	59819	61868
4	47118	49166	0	0	0	53877	55926	57975	60024	62073	64121
5	49166	51214	0	0	0	56132	58180	60226	62278	64327	66374
6	51214	53264	0	0	0	58386	60433	62481	64532	66580	68627
7	53264	55311	0	0	0	60639	62685	64734	66784	68833	70880
8	55311	57361	0	0	0	62892	64938	66988	69039	71086	73135
9	57361	59408	0	0	0	65146	67192	69242	71291	73340	75388
10	59615	61664	0	0	0	67399	69449	71495	73546	75592	77640
11	61868	63916	0	0	0	69653	71699	73748	75798	77846	79896
12	64121	66168	0	0	0	71907	73955	76003	78049	80100	82148
13	66374	68423	0	0	0	74159	76209	78255	80305	82353	84402
14	66374	70676	0	0	0	76414	78461	80511	82557	84607	86655
15	66374	70676	0	0	0	78666	80716	82762	84811	86861	88908
16	66374	70676	0	0	0	80921	82970	85014	87064	89113	91161
17	66374	70676	0	0	0	83174	85221	87270	89317	91368	93415
18	66374	70676	0	0	0	85427	87476	89522	91571	93620	95668
19	66374	70676	0	0	0	85427	87476	89522	91571	93620	95668
20	68627	72931	0	0	0	87681	89728	91777	93826	95873	97921
21	68627	72931	0	0	0	87681	89728	91777	93826	95873	97921
22	70880	75183	0	0	0	89933	91981	94030	96078	98127	100178
23	70880	75183	0	0	0	89933	91981	94030	96078	98127	100178
24	73135	77437	88500	89317	90137	92188	94236	96284	98333	100380	102429

Appendix A-2											
Teacher Salary Schedule/Year (School Year 2004 - 2005)											
STEP	II	III	IV	IVA	IVB	V	VI	VII	VIII	IX	X
	BA	BA+15	BA+30	BA+45	BA+60	MA	MA+15	MA+30	MA+45	MA+60	MA+75
1	42344	44462	0	0	0	48697	50813	52928	55049	57164	59282
2	44462	46580	0	0	0	51024	53140	55258	57376	59495	61612
3	46580	48697	0	0	0	53354	55471	57588	59705	61823	63941
4	48697	50813	0	0	0	55682	57799	59917	62035	64152	66269
5	50813	52929	0	0	0	58012	60129	62244	64364	66482	68598
6	52929	55049	0	0	0	60341	62458	64574	66693	68811	70926
7	55049	57164	0	0	0	62671	64785	66903	69021	71139	73255
8	57164	59282	0	0	0	64999	67114	69232	71352	73468	75585
9	59282	61399	0	0	0	67329	69443	71561	73680	75797	77913
10	61612	63730	0	0	0	69657	71775	73890	76010	78124	80241
11	63941	66057	0	0	0	71986	74101	76219	78337	80454	82573
12	66269	68385	0	0	0	74316	76433	78549	80664	82783	84900
13	68598	70715	0	0	0	76643	78762	80877	82995	85111	87230
14	68598	73043	0	0	0	78973	81090	83208	85322	87442	89558
15	68598	73043	0	0	0	81302	83420	85534	87652	89771	91886
16	68598	73043	0	0	0	83632	85749	87862	89980	92098	94215
17	68598	73043	0	0	0	85960	88076	90193	92310	94429	96544
18	68598	73043	0	0	0	88289	90406	92521	94639	96756	98873
19	68598	73043	0	0	0	88289	90406	92521	94639	96756	98873
20	70926	75374	0	0	0	90618	92734	94852	96969	99085	101201
21	70926	75374	0	0	0	90618	92734	94852	96969	99085	101201
22	73255	77701	0	0	0	92946	95062	97180	99297	101414	103534
23	73255	77701	0	0	0	92946	95062	97180	99297	101414	103534
24	75585	80032	91464	92310	93157	95276	97393	99510	101627	103742	105861

Appendix A-3											
Teacher Salary Schedule/Year (School Year 2005 - 2006)											
STEP	II	III	IV	IVA	IVB	V	VI	VII	VIII	IX	X
	BA	BA+15	BA+30	BA+45	BA+60	MA	MA+15	MA+30	MA+45	MA+60	MA+75
1	44017	46218	0	0	0	50621	52820	55019	57223	59422	61624
2	46218	48420	0	0	0	53039	55239	57441	59642	61845	64046
3	48420	50621	0	0	0	55461	57662	59863	62063	64265	66467
4	50621	52820	0	0	0	57881	60082	62284	64485	66686	68886
5	52820	55020	0	0	0	60303	62504	64703	66906	69108	71308
6	55020	57223	0	0	0	62724	64925	67125	69327	71529	73728
7	57223	59422	0	0	0	65147	67344	69546	71747	73949	76149
8	59422	61624	0	0	0	67566	69765	71967	74170	76370	78571
9	61624	63824	0	0	0	69988	72186	74388	76590	78791	80991
10	64046	66247	0	0	0	72408	74610	76809	79012	81210	83411
11	66467	68666	0	0	0	74829	77029	79230	81431	83632	85835
12	68887	71086	0	0	0	77251	79452	81652	83850	86053	88254
13	71308	73508	0	0	0	79670	81873	84072	86273	88473	90676
14	71308	75928	0	0	0	82092	84293	86495	88692	90896	93096
15	71308	75928	0	0	0	84513	86715	88913	91114	93317	95515
16	71308	75928	0	0	0	86935	89136	91333	93534	95736	97936
17	71308	75928	0	0	0	89355	91555	93756	95956	98159	100357
18	71308	75928	0	0	0	91776	93977	96176	98377	100578	102778
19	71308	75928	0	0	0	91776	93977	96176	98377	100578	102778
20	73728	78351	0	0	0	94197	96397	98599	100799	102999	105198
21	73728	78351	0	0	0	94197	96397	98599	100799	102999	105198
22	76149	80770	0	0	0	96617	98817	101019	103219	105420	107624
23	76149	80770	0	0	0	96617	98817	101019	103219	105420	107624
24	78571	83193	95076	95956	96836	99039	101240	103441	105641	107840	110043

Appendix A-4**Teacher Salary Schedule/Year (School Year 2006 - 2007)**

STEP	II BA	III BA+15	IV BA+30	IVA BA+45	IVB BA+60	V MA	VI MA+15	VII MA+30	VIII MA+45	IX MA+60	X MA+75
1	45755	48044	0	0	0	52620	54907	57192	59484	61769	64058
2	48044	50332	0	0	0	55135	57421	59710	61998	64288	66575
3	50332	52620	0	0	0	57652	59940	62227	64515	66803	69092
4	52620	54907	0	0	0	60168	62455	64744	67033	69320	71607
5	54907	57193	0	0	0	62685	64973	67258	69549	71838	74124
6	57193	59484	0	0	0	65202	67490	69776	72066	74354	76640
7	59484	61769	0	0	0	67720	70004	72293	74581	76870	79156
8	61769	64058	0	0	0	70235	72521	74809	77100	79387	81674
9	64058	66345	0	0	0	72753	75037	77326	79616	81903	84190
10	66575	68864	0	0	0	75269	77557	79843	82133	84418	86705
11	69092	71379	0	0	0	77785	80071	82359	84648	86935	89225
12	71608	73894	0	0	0	80303	82590	84877	87162	89452	91740
13	74124	76412	0	0	0	82817	85107	87392	89681	91968	94257
14	74124	78927	0	0	0	85335	87623	89911	92196	94486	96773
15	74124	78927	0	0	0	87852	90140	92425	94713	97003	99288
16	74124	78927	0	0	0	90369	92657	94940	97229	99517	101805
17	74124	78927	0	0	0	92885	95171	97459	99747	102036	104322
18	74124	78927	0	0	0	95402	97689	99975	102263	104551	106838
19	74124	78927	0	0	0	95402	97689	99975	102263	104551	106838
20	76640	81446	0	0	0	97918	100205	102493	104781	107067	109354
21	76640	81446	0	0	0	97918	100205	102493	104781	107067	109354
22	79156	83961	0	0	0	100434	102720	105009	107296	109584	111875
23	79156	83961	0	0	0	100434	102720	105009	107296	109584	111875
24	81674	86479	98831	99746	100661	102951	105239	107527	109814	112099	114389

APPENDIX B - FOR CONTRACT YEARS 2003-2007 INCLUSIVE

Teachers who serve as chairpersons, lead teachers or deans shall be compensated as follows:

2003-04 2004-05 2005-06 2006-07

GENERAL DIFFERENTIALS

Department Chairperson	\$5,778	\$5,972	\$6,208	\$6,453
Lead Teacher	\$4,408	\$4,556	\$4,736	\$4,923
Dean	\$4,408	\$4,556	\$4,736	\$4,923
District-Wide Elem Orchestra	\$1,890	\$1,953	\$2,031	\$2,111
District-Wide Elem Jazz Band	\$1,890	\$1,953	\$2,031	\$2,111
Leaders of Bands, Ensembles and choral groups on all levels who are not receiving annual stipend (per performance)	\$134	\$138	\$144	\$150
Music Department activities on all levels: SCMA, NYSSMA, state festivals and instrumental and vocal competitions (per person, per activity)	\$134	\$138	\$144	\$150
Annual Art Show - all levels (per teacher)	\$206	\$213	\$221	\$230
Annual Elementary Show (one per building)	\$2,003	\$2,070	\$2,152	\$2,237
Extracurricular Treasurer	\$4,630	\$4,785	\$4,974	\$5,170
Chaperones - all levels all events (per hour)	\$31	\$32	\$33	\$34
Home Teaching (per hour)	\$38	\$39	\$41	\$43

APPENDIX B - (continued)

All extracurricular clubs or activities not listed above (per hour)	\$31	\$32	\$33	\$34
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Guidance Counselors - for College Night, Scholarship and Awards Night, PSAT Night, (per hour for up to 3 hours per event)	\$38	\$39	\$41	\$43
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District Webmaster (1)	\$3,605	\$3,726	\$3,873	\$4,026
Asst. District Webmaster (1)	\$2,215	\$2,289	\$2,379	\$2,473
Building Webmaster (10)	\$1,107	\$1,144	\$1,190	\$1,237

MIDDLE SCHOOL ACTIVITIES

Annual Middle School Show (per building)	\$5,464	\$5,647	\$5,870	\$6,102
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Advisor Yearbook	\$2,117	\$2,188	\$2,274	\$2,364
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Advisor, Newspaper Six (6) Issues (per issue)	\$350	\$362	\$376	\$391
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Advisor, G.O.	\$2,003	\$2,070	\$2,152	\$2,237
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Advisor, Freshman Class	\$2,235	\$2,310	\$2,401	\$2,496
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Advisor, Honor Society	\$1,658	\$1,714	\$1,782	\$1,852
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Advisors, 7th and 8th Grade (each)	\$2,003	\$2,070	\$2,152	\$2,237
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Advisor 6th Grade	\$1,107	\$1,144	\$1,190	\$1,237
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Advisor, Math Team	\$1,777	\$1,836	\$1,909	\$1,984
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Advisor, History Team	\$1,777	\$1,836	\$1,909	\$1,984
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Director, Marching Band (per event)	\$134	\$138	\$144	\$150
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Directors, Choral (per performance)	\$134	\$138	\$144	\$150
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APPENDIX B - (continued)

HIGH SCHOOL ACTIVITIES

Kick Line Choreographer	\$3,780	\$3,907	\$4,061	\$4,221
Jazz Band Director (all rehearsals and performances)	\$2,518	\$2,603	\$2,706	\$2,812
Select Choir	\$2,518	\$2,603	\$2,706	\$2,812
Select String Ensemble Director (all rehearsals and performances)	\$2,405	\$2,486	\$2,584	\$2,686
Choral Director (per performance)	\$134	\$138	\$144	\$150
Director of Musicals (per show)	\$11,907	\$12,306	\$12,792	\$13,297
Non-Musical Dramatics Director (per show)	\$2,750	\$2,842	\$2,954	\$3,071
Advisor, Yearbook	\$4,408	\$4,556	\$4,736	\$4,923
Assistant Advisor, Yearbook	\$1,777	\$1,836	\$1,909	\$1,984
Advisor, Newspaper Ten (10) Issues (per issue)	\$484	\$500	\$520	\$541
Assistant Advisor, Newspaper Ten (10) issues (per issue)	\$278	\$287	\$299	\$311
Advisor, Literary Magazine	\$1,890	\$1,953	\$2,031	\$2,111
Academic Mentathalon Coach (all activities)	\$3,605	\$3,726	\$3,873	\$4,026
Advisor, G.O.	\$3,605	\$3,726	\$3,873	\$4,026
Advisor, Honor Society	\$2,863	\$2,959	\$3,076	\$3,198
Advisor, Senior Class	\$4,408	\$4,556	\$4,736	\$4,923

APPENDIX B - (continued)

Advisor, Junior Class	\$2,863	\$2,959	\$3,076	\$3,198
Advisor, Sophomore Class	\$2,518	\$2,603	\$2,706	\$2,812
Advisor, Math Team	\$1,890	\$1,953	\$2,031	\$2,111
Advisor, Debate Team	\$1,890	\$1,953	\$2,031	\$2,111
Advisor, History Team/Mock Trial	\$1,890	\$1,953	\$2,031	\$2,111
Advisor, DECA	\$2,518	\$2,603	\$2,706	\$2,812
Advisor, FBLA	\$1,890	\$1,953	\$2,031	\$2,111
School Store	\$1,658	\$1,714	\$1,782	\$1,852
Summer Weightlifting Program (2)	\$3,322	\$3,433	\$3,569	\$3,710

ALL EXTRACURRICULAR CLUBS OR ACTIVITIES NOT LISTED ABOVE (AMOUNTS BUDGETED)

Bay, Medford, River	\$4,120	\$4,258	\$4,426	\$4,601
Barton, Canaan, Eagle, Tremont	\$4,408	\$4,556	\$4,736	\$4,923
Oregon, Saxton, South Ocean	\$5,377	\$5,557	\$5,776	\$6,004
High School	\$5,778	\$5,972	\$6,208	\$6,453

ALL INTRAMURAL SPORTS (per hour)	\$31	\$32	\$33	\$34
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AMOUNTS BUDGETED FOR INTRAMURAL SPORTS PER SCHOOL

Bay, Medford, River	\$2,405	\$2,486	\$2,584	\$2,686
Barton, Canaan, Eagle, Tremont	\$2,977	\$3,076	\$3,198	\$3,324
Oregon, Saxton, South Ocean	\$4,630	\$4,785	\$4,974	\$5,170
High School	\$4,630	\$4,785	\$4,974	\$5,170

APPENDIX C - Coaching Salaries For Contract Year 2003-2007

COACHING DIFFERENTIALS

2003-04 2004-05 2005-06 2006-07

Group A - Football

Varsity	\$7,416	\$7,664	\$7,967	\$8,282
Varsity, Asst	\$4,980	\$5,147	\$5,350	\$5,562
Jr. Varsity, Head	\$4,980	\$5,147	\$5,350	\$5,562
Jr. Varsity, Asst.	\$4,630	\$4,785	\$4,974	\$5,170
Freshman, Head	\$4,408	\$4,556	\$4,736	\$4,923
Freshman, Asst	\$4,007	\$4,141	\$4,304	\$4,475
7th/8th Head Coach	\$4,120	\$4,258	\$4,426	\$4,601
Asst Head Coach	\$3,780	\$3,907	\$4,061	\$4,221

Group B - Basketball/Wrestling

Varsity	\$6,644	\$6,866	\$7,137	\$7,419
Varsity, Asst	\$4,867	\$5,030	\$5,228	\$5,435
Jr. Varsity, Head	\$4,867	\$5,030	\$5,228	\$5,435
Freshman, Head	\$4,120	\$4,258	\$4,426	\$4,601
7th/8th	\$3,893	\$4,024	\$4,183	\$4,348

Group C - Spring Track/Gymnastics

Varsity	\$6,123	\$6,328	\$6,578	\$6,838
Varsity, Asst	\$4,630	\$4,785	\$4,974	\$5,170
Freshman Head	\$4,007	\$4,141	\$4,304	\$4,475
Freshman, Asst	\$3,780	\$3,907	\$4,061	\$4,221
7th/8th Head	\$3,780	\$3,907	\$4,061	\$4,221
7th/8th Asst	\$3,662	\$3,784	\$3,934	\$4,089

Volleyball

Varsity	\$6,123	\$6,328	\$6,578	\$6,838
Jr. Varsity, Head	\$4,630	\$4,785	\$4,974	\$5,170
Freshman Head	\$4,007	\$4,141	\$4,304	\$4,475
7th/8th	\$3,893	\$4,024	\$4,183	\$4,348

Softball

Varsity	\$6,123	\$6,328	\$6,578	\$6,838
Varsity, Asst	\$4,630	\$4,785	\$4,974	\$5,170
Jr. Varsity, Head	\$4,630	\$4,785	\$4,974	\$5,170

APPENDIX C - (continued)

Freshman, Head	\$4,007	\$4,141	\$4,304	\$4,475
7th/8th	\$3,893	\$4,024	\$4,183	\$4,348
Baseball				
Varsity	\$6,123	\$6,328	\$6,578	\$6,838
Varsity, Asst	\$4,630	\$4,785	\$4,974	\$5,170
Jr. Varsity, Head	\$4,630	\$4,785	\$4,974	\$5,170
Freshman, Head	\$4,007	\$4,141	\$4,304	\$4,475
7th/8th	\$3,893	\$4,024	\$4,183	\$4,348
Lacrosse				
Head Coach	\$6,123	\$6,328	\$6,578	\$6,838
Varsity, Asst	\$4,630	\$4,785	\$4,974	\$5,170
Jr. Varsity, Head	\$4,630	\$4,785	\$4,974	\$5,170
Freshman, Head	\$4,007	\$4,141	\$4,304	\$4,475
7th/8th	\$3,893	\$4,024	\$4,183	\$4,348
Group D - Winter Track				
Varsity	\$5,778	\$5,972	\$6,208	\$6,453
Varsity, Asst	\$4,408	\$4,556	\$4,736	\$4,923
Soccer				
Varsity	\$5,778	\$5,972	\$6,208	\$6,453
Varsity, Asst	\$4,408	\$4,556	\$4,736	\$4,923
Jr. Varsity, Head	\$4,408	\$4,556	\$4,736	\$4,923
Freshman, Head	\$4,007	\$4,141	\$4,304	\$4,475
7th/8th	\$3,780	\$3,907	\$4,061	\$4,221
Field Hockey				
Varsity	\$5,778	\$5,972	\$6,208	\$6,453
Jr. Varsity, Head	\$4,408	\$4,556	\$4,736	\$4,923
Freshman, Head	\$4,007	\$4,141	\$4,304	\$4,475
7th/8th	\$3,780	\$3,907	\$4,061	\$4,221
Cross Country				
Varsity	\$5,778	\$5,972	\$6,208	\$6,453
Freshman, Head	\$4,007	\$4,141	\$4,304	\$4,475
7th/8th	\$3,780	\$3,907	\$4,061	\$4,221

APPENDIX C - (continued)

Tennis				
Varsity	\$5,778	\$5,972	\$6,208	\$6,453
Jr. Varsity, Head	\$4,408	\$4,556	\$4,736	\$4,923
Freshman, Head	\$4,007	\$4,141	\$4,304	\$4,475
7th/8th	\$3,780	\$3,907	\$4,061	\$4,221
Group E - Bowling/Badminton/Golf				
Varsity	\$4,748	\$4,907	\$5,101	\$5,303
Cheerleading				
Varsity	\$3,090	\$3,194	\$3,320	\$3,451
Jr. Varsity, Head	\$4,408	\$4,556	\$4,736	\$4,923
Freshman, Head	\$3,780	\$3,907	\$4,061	\$4,221
7th/8th	\$3,662	\$3,784	\$3,934	\$4,089
Timer/Scorer/Filmer (per event)	\$85	\$87	\$91	\$94

APPENDIX C - (continued)

Compensation Under Special Coaching Circumstances:

Club Coaching

It is agreed that if a team does not have the required number of athletes or during the season drops below the required number of athletes so that the team may no longer compete as a team, that team will be considered a club. The members of the club will be coached and the coach, in this case, will not be paid a coach's salary, but will receive a stipend to be determined by agreement among the superintendent of schools, the director of athletics, the coach and a PMCT representative.

Compensation for Coaching Post-Season Competitions:

In order for a coach or an assistant coach to receive compensation for coaching post-season county level competitions, either the team or individual player must qualify for such county level competition.

As well, in order for a coach or an assistant coach to receive compensation for coaching at post-season competitions, the coach or assistant coach must be in attendance at the competitions.

When post-season team and individual competitive events are conducted concurrently, the coach shall be compensated for coaching only one (1) of these concurrently held events. When team or individual post-season events are conducted separately, the coach shall be compensated for each.

An assistant coach shall be eligible for compensation in accordance with the schedule listed under Appendix C (Post-Season Compensation) only when teams participate in post-season competition. When an individual student competes, only one coach will be compensated and the head coach will designate the assistant coach to be compensated if the head coach declines to assume the responsibility.

APPENDIX C - (continued)

Post Season Compensation Level

Football-Division Semi Final	H	\$675	\$697	\$725	\$753
	A	\$494	\$511	\$531	\$552
Div Championship	H	\$675	\$697	\$725	\$753
	A	\$494	\$511	\$531	\$552
Li Championship	H	\$675	\$697	\$725	\$753
	A	\$494	\$511	\$531	\$552
Basketball - 1st round play offs	H	\$664	\$687	\$714	\$742
	A	\$484	\$500	\$520	\$541
Section XI Final	H	\$664	\$687	\$714	\$742
	A	\$484	\$500	\$520	\$541
State Semi Final	H	\$664	\$687	\$714	\$742
	A	\$484	\$500	\$520	\$541
State Final	H	\$664	\$687	\$714	\$742
	A	\$484	\$500	\$520	\$541
Field Hockey/Soccer					
1st round play offs	H	\$582	\$601	\$625	\$650
	A	\$443	\$458	\$476	\$495
Section XI Final	H	\$582	\$601	\$625	\$650
	A	\$443	\$458	\$476	\$495
State Semi Final	H	\$582	\$601	\$625	\$650
	A	\$443	\$458	\$476	\$495
State Final	H	\$582	\$601	\$625	\$650
	A	\$443	\$458	\$476	\$495
Baseball/Softball/Volleyball/Lacrosse					
1st round play offs	H	\$613	\$633	\$658	\$684
	A	\$464	\$479	\$498	\$518
Section XI Final	H	\$613	\$633	\$658	\$684
	A	\$464	\$479	\$498	\$518
State Semi Final	H	\$613	\$633	\$658	\$684
	A	\$464	\$479	\$498	\$518
State Final	H	\$613	\$633	\$658	\$684
	A	\$464	\$479	\$498	\$518
Bowling - Section XI Tournament	H	\$474	\$490	\$509	\$529
State Tournament	H	\$299	\$309	\$321	\$334

APPENDIX C - (continued)

Winter Track - Section XI Meet	H	\$582	\$601	\$625	\$650
	A	\$443	\$458	\$476	\$495
State Meet	H	\$330	\$341	\$354	\$368
	A	\$263	\$271	\$282	\$293
Spring Track - Section XI Meet	H	\$613	\$633	\$658	\$684
	A	\$464	\$479	\$498	\$518
State Meet	H	\$340	\$351	\$365	\$380
	A	\$273	\$282	\$293	\$305
Golf - Section XI Tournament	H	\$474	\$490	\$509	\$529
State Tournament		\$299	\$309	\$321	\$334
Badminton - Sec XI Tournament	H	\$474	\$490	\$509	\$529
Individual	H	\$283	\$293	\$304	\$316
Wrestling - Section XI Meet	H	\$664	\$687	\$714	\$742
	A	\$484	\$500	\$520	\$541
State Meet	H	\$361	\$373	\$387	\$403
	A	\$288	\$298	\$310	\$322
Gymnastics - Section XI Meet	H	\$613	\$633	\$658	\$684
	A	\$464	\$479	\$498	\$518
	H	\$613	\$633	\$658	\$684
	A	\$464	\$479	\$498	\$518
Tennis -Section XI Tournament	H	\$582	\$601	\$625	\$650
State Tournament	H	\$582	\$601	\$625	\$650
Cross Country - State Meet	H	\$582	\$601	\$625	\$650

NOTE: Coaches will receive a 10% differential above the base schedule after three continuous years of coaching the same sport.

PATCHOGUE-MEDFORD SCHOOLS
241 South Ocean Avenue
Patchogue, NY 11772-3787
(631) 758-1000

OBSERVATION REPORT - TEACHER
(To be Completed as Record of in Classroom Observation)

Name of Teacher _____ Date of Observation _____
Assignment _____ Building _____
Evaluator _____ Status: Tenure _____ Probationary _____
Type of Group _____ Regular Substitute _____

Objectives of Lesson

Pupil-Teacher Relationship (Include classroom management, skill in human relations, student response to and involvement in lesson)

(Over)

Teacher - Observation Report (Continued)

Instructional Effectiveness (Include knowledge of subject matter, planning and preparation, understanding of principles of learning, instructional strategies and instructional materials)

Additional Comments and Recommendations

Conference between staff member and evaluator held on (date)_____.

Teacher's Signature

Date

Evaluator's Signature

Date

PATCHOGUE-MEDFORD SCHOOLS
241 South Ocean Avenue
Patchogue, NY 11772-3787
(631) 758-1000

OBSERVATION REPORT - GUIDANCE COUNSELOR, PSYCHOLOGIST, SOCIAL WORKER
(To be Completed as Record of Meeting Observation)

Name of Staff Member _____ Date of Observation _____
Assignment _____ Building _____
Evaluator _____ Status: Tenure _____ Probationary _____
Type of Meeting _____ Regular Substitute _____

Objectives of Meeting/Consultation

Participant Relationship (Include effectiveness in establishing a comfortable and purposeful tone)

(Over)

Guidance Counselor, Psychologist, Social Worker - Observation Report (Continued)

Meeting Effectiveness (Include ability to structure the meeting or consultation to achieve the objective)

Additional Comments and Recommendations

Conference between staff member and evaluator held on (date)_____.

Staff Member's Signature

Date

Evaluator's Signature

Date

9/26/00

PROFESSIONAL DEVELOPMENT ALTERNATIVE FOR SCHOOL YEAR _____

Tenured Teacher

To be completed and submitted to satisfy minimal evaluation requirements.

Name of Teacher _____ Date _____
Assignment _____ Building _____
Evaluator _____ Title of Project _____

Option Selected (Check One)

☐ Self-directed development ☐ Cooperative professional development ☐ Clinical development

Objective (E.g., "Improving questioning techniques") _____

Implementation process _____

Time frame _____

List staff members involved (if any) _____

Tenured Teacher - Professional Development Alternative Proposal (Continued)

Procedures for determining if objectives have been met _____

Facilities and special accommodations which may be needed _____

Teacher's Signature

Date

Evaluator's Signature

Date

Principal's Signature

Date

Director's Signature

Date

Assistant Superintendent for Instruction's Signature

Date

EVALUATION CONFERENCE TO REVIEW PROJECT COMPLETION

Conference between staff member and evaluator held on (date)_____.

Evaluator's Comments: _____

Staff Member's Signature

Date

Evaluator's Signature

Date

PATCHOGUE-MEDFORD SCHOOLS

241 South Ocean Avenue
Patchogue, NY 11772-3787
(631) 758-1000

APPENDIX E

ANNUAL PERFORMANCE REVIEW FOR SCHOOL YEAR _____

Tenured Teacher

To be completed annually as required by New York State law - to be used for each tenured faculty member.

Name of Teacher _____ Date _____

Assignment _____ Building _____

Evaluator _____

Key: Circle the appropriate number for each item.

1. **Professionally Competent** - Demonstrates competence in all aspects of this category.
2. **Improvement Needed** - Demonstrates competence but needs improvement in some aspects of this category.
3. **Unsatisfactory** - Demonstrates a lack of competence in significant aspects of this category.

CONTENT KNOWLEDGE OF SUBJECT MATTER AND CURRICULUM

- | | | | |
|---|---|---|---|
| • Displays a thorough knowledge of curriculum and subject matter. | 1 | 2 | 3 |
| • Implements the district-approved curriculum and program. | 1 | 2 | 3 |

PREPARATION

- | | | | |
|--|---|---|---|
| • Demonstrates appropriate academic planning. | 1 | 2 | 3 |
| • Prepares in advance for substitute teachers. | 1 | 2 | 3 |

INSTRUCTIONAL DELIVERY

- | | | | |
|--|---|---|---|
| • Employs a variety of teaching strategies which may include cooperative learning, computer-assisted instruction, graphic and visual organizers and manipulatives. | 1 | 2 | 3 |
| • Implements lesson plans effectively. | 1 | 2 | 3 |

CLASSROOM MANAGEMENT

- | | | | |
|--|---|---|---|
| • Students are aware of rules and routines. | 1 | 2 | 3 |
| • Administrative details are handled efficiently. | 1 | 2 | 3 |
| • Provides an environment conducive to student learning. | 1 | 2 | 3 |

KNOWLEDGE OF STUDENT DEVELOPMENT

- | | | | |
|--|---|---|---|
| • Provides for students in need of assistance. | 1 | 2 | 3 |
| • Provides instruction that meets the needs of a diverse population. | 1 | 2 | 3 |

STUDENT ASSESSMENT TECHNIQUES

- | | | | |
|---|---|---|---|
| • Has a reasonable and fair system of grading and student evaluation. | 1 | 2 | 3 |
|---|---|---|---|

(Over)

Tenured Teacher - Annual Performance Review (Continued)

COLLABORATIVE RELATIONSHIPS

- | | | | |
|--|---|---|---|
| • Maintains a cooperative and encouraging relationship with parents, students and staff members. | 1 | 2 | 3 |
|--|---|---|---|

REFLECTIVE AND RESPONSIVE PRACTICE

- | | | | |
|---|---|---|---|
| • Demonstrates flexibility and open-mindedness in a positive, professional manner. | 1 | 2 | 3 |
| • Remains current in the educational field and takes part in professionally related activities. | 1 | 2 | 3 |

PROFESSIONAL RESPONSIBILITY

- | | | | |
|---|---|---|---|
| • Accepts responsibility for providing general supervision throughout the school. | 1 | 2 | 3 |
| • Follows school district policies and procedures. | 1 | 2 | 3 |
| • Functions in a professional and ethical manner. | 1 | 2 | 3 |

ADDITIONAL DATA

1. Professionally related activities and recognitions _____

2. Evaluator's comments and recommendations _____

Conference between teacher and evaluator was held on (date) _____.

Teacher's Signature

Date

Evaluator's Signature

Date

PATCHOGUE-MEDFORD SCHOOLS

241 South Ocean Avenue
Patchogue, NY 11772-3787
(631) 758-1000

ANNUAL PERFORMANCE REVIEW FOR SCHOOL YEAR _____

Tenured Guidance Counselor

To be completed annually as required by New York State law - to be used for each tenured faculty member.

Name of Guidance Counselor _____ Date _____

Assignment _____ Building _____

Evaluator _____

Key: Circle the appropriate number for each item.

- 1. Professionally Competent** - Demonstrates competence in all aspects of this category.
- 2. Improvement Needed** - Demonstrates competence but needs improvement in some aspects of this category.
- 3. Unsatisfactory** - Demonstrates a lack of competence in significant aspects of this category.

COORDINATES CLASS SCHEDULING AND ACADEMIC ADVISING

- | | | | |
|--|---|---|---|
| • Schedules classes following guidelines established by each department. | 1 | 2 | 3 |
| • Reviews test scores, academic progress and graduation requirements. | 1 | 2 | 3 |
| • Arranges parent/teacher conferences. | 1 | 2 | 3 |
| • Reviews and revises student academic plans. | 1 | 2 | 3 |
| • Uses multiple criteria to ensure appropriate placement of students. | 1 | 2 | 3 |

COUNSELING SKILLS

- | | | | |
|--|---|---|---|
| • Facilitates conflict resolution. | 1 | 2 | 3 |
| • Meets with students, parents, teachers and administrators when appropriate. | 1 | 2 | 3 |
| • Counsels students with personal and academic concerns. | 1 | 2 | 3 |
| • Assists students, parents, teachers and administrators with crisis intervention. | 1 | 2 | 3 |
| • Demonstrates impartiality in dealing with others. | 1 | 2 | 3 |
| • Uses discretion in handling situations that require confidentiality. | 1 | 2 | 3 |

COMMUNICATION SKILLS

- | | | | |
|--|---|---|---|
| • Keeps principal, teachers and parents informed on case progress. | 1 | 2 | 3 |
| • Provides principal, teachers and parents with data to better understand a child. | 1 | 2 | 3 |
| • Arranges and conducts structured case conferences and meetings. | 1 | 2 | 3 |

(Over)

Tenured Guidance Counselor - Annual Performance Review (Continued)

COLLABORATIVE RELATIONSHIPS

- | | | | |
|--|---|---|---|
| • Maintains a cooperative and encouraging relationship with parents, students and staff members. | 1 | 2 | 3 |
| • Demonstrates knowledge of community resources. | 1 | 2 | 3 |

REFLECTIVE AND RESPONSIVE PRACTICE

- | | | | |
|---|---|---|---|
| • Demonstrates flexibility; is positive and professional. | 1 | 2 | 3 |
| • Remains current in the educational field and takes part in professionally related activities. | 1 | 2 | 3 |
| • Is receptive to new initiatives. | 1 | 2 | 3 |

PROFESSIONAL RESPONSIBILITY

- | | | | |
|---|---|---|---|
| • Accepts responsibility for providing general supervision throughout the school. | 1 | 2 | 3 |
| • Follows school district policies and procedures. | 1 | 2 | 3 |
| • Functions in a professional and ethical manner. | 1 | 2 | 3 |

ADDITIONAL DATA

1. Professionally related activities and recognitions _____

2. Evaluator's comments and recommendations _____

Conference between guidance counselor and evaluator was held on (date) _____

Guidance Counselor's Signature

Date

Evaluator's Signature

Date

REVISED 1/12/01

PATCHOGUE-MEDFORD SCHOOLS
241 South Ocean Avenue
Patchogue, NY 11772-3787
(631) 758-1000

APPENDIX E

ANNUAL PERFORMANCE REVIEW FOR SCHOOL YEAR _____

Tenured Library/Media Specialist

To be completed annually as required by New York State law - to be used for each tenured faculty member.

Name of Library/Media Specialist _____ Date _____

Assignment _____ Building _____

Evaluator _____

Key: Circle the appropriate number for each item.

1. **Professionally Competent** - Demonstrates competence in all aspects of this category.
2. **Improvement Needed** - Demonstrates competence but needs improvement in some aspects of this category.
3. **Unsatisfactory** - Demonstrates a lack of competence in significant aspects of this category.

CONTRIBUTES TO THE DEVELOPMENT OF LITERACY

- | | | | |
|---|---|---|---|
| • Promotes development of reading appreciation (book talks, displays, incentives, etc.). | 1 | 2 | 3 |
| • Provides guidance to students for the selection of appropriate reading materials. | 1 | 2 | 3 |
| • Assists students in locating information and resources valuable to their educational needs and to the growth of their personal interests and ability. | 1 | 2 | 3 |

PREPARATION

- | | | | |
|---|---|---|---|
| • Demonstrates appropriate academic planning. | 1 | 2 | 3 |
| • Plans with faculty to coordinate library media lessons. | 1 | 2 | 3 |
| • Facilitates scheduling and utilization of library media center. | 1 | 2 | 3 |

INSTRUCTIONAL DELIVERY

- | | | | |
|--|---|---|---|
| • Employs a variety of teaching strategies which may include cooperative learning, computer-assisted instruction, graphic and visual organizers and manipulatives. | 1 | 2 | 3 |
| • Implements lessons effectively. | 1 | 2 | 3 |
| • Provides group and individual instruction on use of library resources. | 1 | 2 | 3 |

CLASSROOM MANAGEMENT

- | | | | |
|--|---|---|---|
| • Establishes and maintains rules and routines. | 1 | 2 | 3 |
| • Provides an environment conducive to student learning. | 1 | 2 | 3 |
| • Demonstrates a positive rapport with students. | 1 | 2 | 3 |

(Over)

Tenured Library/Media Specialist - Annual Performance Review (Continued)

EFFECTIVELY MANAGES THE LIBRARY

- | | | | |
|---|---|---|---|
| • Selects appropriate and up-to-date materials. | 1 | 2 | 3 |
| • Places orders in a timely manner. | 1 | 2 | 3 |
| • Establishes a procedure for the efficient processing of material. | 1 | 2 | 3 |
| • Informs faculty of new resources. | 1 | 2 | 3 |
| • Establishes effective procedure for circulation of materials. | 1 | 2 | 3 |
| • Manages interlibrary loan services. | 1 | 2 | 3 |

COLLABORATIVE RELATIONSHIPS

- | | | | |
|--|---|---|---|
| • Maintains a cooperative and encouraging relationship with parents, students and staff members. | 1 | 2 | 3 |
| • Selects materials to support teacher's instructional objectives. | 1 | 2 | 3 |
| • Consults with classroom teacher for information requirements. | 1 | 2 | 3 |
| • Provides reference assistance to teachers. | 1 | 2 | 3 |

REFLECTIVE AND RESPONSIVE PRACTICE

- | | | | |
|---|---|---|---|
| • Demonstrates flexibility and open-mindedness in a positive, professional manner. | 1 | 2 | 3 |
| • Remains current in the educational field and takes part in professionally related activities. | 1 | 2 | 3 |

PROFESSIONAL RESPONSIBILITY

- | | | | |
|---|---|---|---|
| • Accepts responsibility for providing general supervision throughout the school. | 1 | 2 | 3 |
| • Follows school district policies and procedures. | 1 | 2 | 3 |
| • Functions in a professional and ethical manner. | 1 | 2 | 3 |
| • Demonstrates professional growth (through awareness of changes in curriculum and technology). | 1 | 2 | 3 |

ADDITIONAL DATA

1. Professionally related activities and recognitions _____

2. Evaluator's comments and recommendations _____

Conference between library/media specialist and evaluator was held on (date) _____

Library/Media Specialist's Signature

Date

Evaluator's Signature

Date

REVISED 1/12/01

PATCHOGUE-MEDFORD SCHOOLS
241 South Ocean Avenue
Patchogue, NY 11772-3787
(631) 758-1000

ANNUAL PERFORMANCE REVIEW FOR SCHOOL YEAR _____

Tenured Psychologist

To be completed annually as required by New York State law - to be used for each tenured faculty member.

Name of Psychologist _____ Date _____

Assignment _____ Building _____

Evaluator _____

Key: Circle the appropriate number for each item.

- 1. Professionally Competent** - Demonstrates competence in all aspects of this category.
- 2. Improvement Needed** - Demonstrates competence but needs improvement in some aspects of this category.
- 3. Unsatisfactory** - Demonstrates a lack of competence in significant aspects of this category.

ASSESSMENT SKILLS

- | | | | |
|---|---|---|---|
| • Assesses student difficulties by conducting thorough, appropriate psychoeducational assessments in a timely fashion. | 1 | 2 | 3 |
| • Demonstrates the knowledge of assessment procedures and tools and accurately utilizes a variety of evaluative techniques. | 1 | 2 | 3 |
| • Conducts classroom observations as part of the assessment process when appropriate. | 1 | 2 | 3 |
| • Confers with parents of children experiencing difficulties in school and explains results of psychoeducational evaluation in a clear, concise manner. | 1 | 2 | 3 |
| • Understands and complies with laws, regulations, policies and practices pertaining to special education. | 1 | 2 | 3 |

COUNSELING SKILLS

- | | | | |
|--|---|---|---|
| • Facilitates conflict resolution and crisis intervention. | 1 | 2 | 3 |
| • Meets with parents, staff and administrators when appropriate. | 1 | 2 | 3 |
| • Counsels students with personal and academic problems. | 1 | 2 | 3 |
| • Assists teachers, administrators and parents with crisis intervention. | 1 | 2 | 3 |
| • Demonstrates fairness and consistency in dealing with others. | 1 | 2 | 3 |
| • Uses discretion in handling situations that require confidentiality. | 1 | 2 | 3 |
| • Devises and monitors behavior management programs when appropriate. | 1 | 2 | 3 |

(Over)

Tenured Psychologist - Annual Performance Review (Continued)

COMMUNICATION SKILLS

- | | | | |
|---|---|---|---|
| • Keeps principal, teachers and parents informed on case progress. | 1 | 2 | 3 |
| • Provides principal, teachers and parents with data to better understand a child. | 1 | 2 | 3 |
| • Arranges and conducts case conferences of all interested parties for better understanding of child's issue. | 1 | 2 | 3 |

COLLABORATIVE RELATIONSHIPS/COMMUNITY RELATIONSHIPS

- | | | | |
|--|---|---|---|
| • Maintains a cooperative and encouraging relationship with parents, students and staff members. | 1 | 2 | 3 |
| • Provides referrals to outside agencies when appropriate. | 1 | 2 | 3 |

REFLECTIVE AND RESPONSIVE PRACTICE

- | | | | |
|---|---|---|---|
| • Demonstrates flexibility and open-mindedness in a positive, professional manner. | 1 | 2 | 3 |
| • Remains current in the educational field and takes part in professionally related activities. | 1 | 2 | 3 |

PROFESSIONAL RESPONSIBILITY

- | | | | |
|---|---|---|---|
| • Accepts responsibility for providing general supervision throughout the school. | 1 | 2 | 3 |
| • Follows school district policies and procedures. | 1 | 2 | 3 |
| • Functions in a professional and ethical manner. | 1 | 2 | 3 |

ADDITIONAL DATA

1. Professionally related activities and recognitions _____

2. Evaluator's comments and recommendations _____

Conference between psychologist and evaluator was held on (date) _____

Psychologist's Signature

Date

Evaluator's Signature

Date

REVISED 1/12/01

PATCHOGUE-MEDFORD SCHOOLS

241 South Ocean Avenue
Patchogue, NY 11772-3787
(631) 758-1000

ANNUAL PERFORMANCE REVIEW FOR SCHOOL YEAR _____

Tenured Social Worker

To be completed annually as required by New York State law - to be used for each tenured faculty member.

Name of Social Worker _____ Date _____

Assignment _____ Building _____

Evaluator _____

Key: Circle the appropriate number for each item.

1. **Professionally Competent** - Demonstrates competence in all aspects of this category.
2. **Improvement Needed** - Demonstrates competence but needs improvement in some aspects of this category.
3. **Unsatisfactory** - Demonstrates a lack of competence in significant aspects of this category.

COLLABORATIVE RELATIONSHIPS/COMMUNITY RELATIONSHIPS

- | | | | |
|--|---|---|---|
| • Encourages school and home interactions. | 1 | 2 | 3 |
| • Fairly assesses home conditions and makes specific recommendations. | 1 | 2 | 3 |
| • Demonstrates knowledge of community resources. | 1 | 2 | 3 |
| • Refers cases requiring long-term intervention to outside social agencies. | 1 | 2 | 3 |
| • Prepares summaries on cases being transferred to other social agencies. | 1 | 2 | 3 |
| • Assists parents in accessing community resources which can offer them assistance. | 1 | 2 | 3 |
| • Consults with parents before making referrals. | 1 | 2 | 3 |
| • Cooperates with social services providers. | 1 | 2 | 3 |
| • Is available to explain the purpose of school social worker to the community. | 1 | 2 | 3 |
| • Maintains a cooperative and encouraging relationship with parents, students and staff members. | 1 | 2 | 3 |

COUNSELING SKILLS

- | | | | |
|--|---|---|---|
| • Facilitates conflict resolution. | 1 | 2 | 3 |
| • Meets with parents, staff and administrators when appropriate. | 1 | 2 | 3 |
| • Counsels students with personal and academic problems. | 1 | 2 | 3 |
| • Assists teachers, administrators and parents with crisis intervention. | 1 | 2 | 3 |
| • Demonstrates fairness and consistency in dealing with others. | 1 | 2 | 3 |
| • Uses discretion in handling situations that require confidentiality. | 1 | 2 | 3 |

(Over)

Tenured Social Worker - Annual Performance Review (Continued)

COMMUNICATION SKILLS

- | | | | |
|---|---|---|---|
| • Keeps principal, teachers and parents informed on case progress. | 1 | 2 | 3 |
| • Provides principal, teachers and parents with data to better understand a child. | 1 | 2 | 3 |
| • Arranges and conducts case conferences of all interested parties for better understanding of child's issue. | 1 | 2 | 3 |

REFLECTIVE AND RESPONSIVE PRACTICE

- | | | | |
|---|---|---|---|
| • Demonstrates flexibility and open-mindedness in a positive, professional manner. | 1 | 2 | 3 |
| • Remains current in the educational field and takes part in professionally related activities. | 1 | 2 | 3 |

PROFESSIONAL RESPONSIBILITY

- | | | | |
|---|---|---|---|
| • Accepts responsibility for providing general supervision throughout the school. | 1 | 2 | 3 |
| • Follows school district policies and procedures. | 1 | 2 | 3 |
| • Functions in a professional and ethical manner. | 1 | 2 | 3 |

ADDITIONAL DATA

1. Professionally related activities and recognitions _____

2. Evaluator's comments and recommendations _____

Conference between social worker and evaluator was held on (date) _____

Social Worker's Signature Date

Evaluator's Signature Date

REVISED 1/12/01

PATCHOGUE-MEDFORD SCHOOLS

241 South Ocean Avenue
Patchogue, NY 11772-3787
(631) 758-1000

APPENDIX E

ANNUAL PERFORMANCE REVIEW FOR SCHOOL YEAR _____

Tenured Speech Teacher

To be completed annually as required by New York State law - to be used for each tenured faculty member.

Name of Speech Teacher _____ Date _____

Assignment _____ Building _____

Evaluator _____

Key: Circle the appropriate number for each item.

1. **Professionally Competent** - Demonstrates competence in all aspects of this category.
2. **Improvement Needed** - Demonstrates competence but needs improvement in some aspects of this category.
3. **Unsatisfactory** - Demonstrates a lack of competence in significant aspects of this category.

CONTENT KNOWLEDGE OF SUBJECT MATTER AND CLINICAL SKILLS

- | | | | |
|---|---|---|---|
| • Demonstrates knowledge of various speech disorders. | 1 | 2 | 3 |
| • Uses appropriate therapeutic techniques. | 1 | 2 | 3 |

PREPARATION

- | | | | |
|--------------------------------------|---|---|---|
| • Demonstrates appropriate planning. | 1 | 2 | 3 |
|--------------------------------------|---|---|---|

INSTRUCTIONAL DELIVERY

- | | | | |
|--|---|---|---|
| • Utilizes strategies that motivate students to learn. | 1 | 2 | 3 |
| • Implements lesson plans effectively. | 1 | 2 | 3 |
| • Provides varied opportunities for practice. | 1 | 2 | 3 |

CLASSROOM MANAGEMENT

- | | | | |
|--|---|---|---|
| • Students are aware of rules and routines. | 1 | 2 | 3 |
| • Administrative details are handled efficiently. | 1 | 2 | 3 |
| • Provides an environment conducive to student learning. | 1 | 2 | 3 |

KNOWLEDGE OF STUDENT DEVELOPMENT

- | | | | |
|--|---|---|---|
| • Provides instruction that meets the needs of a diverse population. | 1 | 2 | 3 |
|--|---|---|---|

STUDENT ASSESSMENT TECHNIQUES

- | | | | |
|--|---|---|---|
| • Uses appropriate assessment techniques to evaluate students need for services. | 1 | 2 | 3 |
|--|---|---|---|

(Over)

Tenured Speech Teacher - Annual Performance Review (Continued)

COLLABORATIVE RELATIONSHIPS

- | | | | |
|--|---|---|---|
| • Maintains a cooperative and encouraging relationship with parents, students and staff members. | 1 | 2 | 3 |
|--|---|---|---|

REFLECTIVE AND RESPONSIVE PRACTICE

- | | | | |
|---|---|---|---|
| • Demonstrates flexibility and open-mindedness in a positive, professional manner. | 1 | 2 | 3 |
| • Remains current in the educational field and takes part in professionally related activities. | 1 | 2 | 3 |

PROFESSIONAL RESPONSIBILITY

- | | | | |
|---|---|---|---|
| • Accepts responsibility for providing general supervision throughout the school. | 1 | 2 | 3 |
| • Follows school district policies and procedures. | 1 | 2 | 3 |
| • Functions in a professional and ethical manner. | 1 | 2 | 3 |

ADDITIONAL DATA

1. Professionally related activities and recognitions _____

2. Evaluator's comments and recommendations _____

Conference between speech teacher and evaluator was held on (date) _____.

Speech Teacher's Signature

Date

Evaluator's Signature

Date

REVISED 1/12/01

PATCHOGUE-MEDFORD SCHOOLS

241 South Ocean Avenue
Patchogue, NY 11772-3787
(631) 758-1000

APPENDIX E

ANNUAL PERFORMANCE REVIEW FOR SCHOOL YEAR _____

Non-tenured Teacher

To be completed annually as required by New York State law - to be used for each non-tenured faculty member.

Name of Teacher _____ Date _____

Assignment _____ Building _____

Evaluator _____

Key: Circle the appropriate number for each item.

1. **Professionally Competent** - Demonstrates competence in all aspects of this category.
2. **Improvement Shown** - Demonstrates improved competence in this category.
3. **Improvement Needed** - Demonstrates competence but needs improvement in some aspects of this category.
4. **Unsatisfactory** - Demonstrates a lack of competence in significant aspects of this category.

CONTENT KNOWLEDGE OF SUBJECT MATTER AND CURRICULUM

- Displays a thorough knowledge of curriculum and subject matter. 1 2 3 4
- Implements the district-approved curriculum and program. 1 2 3 4

PREPARATION

- Demonstrates appropriate academic planning. 1 2 3 4
- Prepares in advance for substitute teachers. 1 2 3 4

INSTRUCTIONAL DELIVERY

- Employs a variety of teaching strategies which may include cooperative learning, computer-assisted instruction, graphic and visual organizers and manipulatives. 1 2 3 4
- Implements lesson plans effectively. 1 2 3 4

CLASSROOM MANAGEMENT

- Students are aware of rules and routines. 1 2 3 4
- Administrative details are handled efficiently. 1 2 3 4
- Provides an environment conducive to student learning. 1 2 3 4

KNOWLEDGE OF STUDENT DEVELOPMENT

- Provides for students in need of assistance. 1 2 3 4
- Provides instruction that meets the needs of a diverse population. 1 2 3 4

STUDENT ASSESSMENT TECHNIQUES

- Has a reasonable and fair system of grading and student evaluation. 1 2 3 4

(Over)

Non-tenured Teacher - Annual Performance Review (Continued)

COLLABORATIVE RELATIONSHIPS

- | | | | | |
|--|---|---|-------|---|
| • Maintains a cooperative and encouraging relationship with parents, students and members. | 1 | 2 | 3 | 4 |
| | | | staff | |

REFLECTIVE AND RESPONSIVE PRACTICE

- | | | | | |
|---|---|---|---|---|
| • Demonstrates flexibility and open-mindedness in a positive, professional manner. | 1 | 2 | 3 | 4 |
| • Remains current in the educational field and takes part in professionally related activities. | 1 | 2 | 3 | 4 |

PROFESSIONAL RESPONSIBILITY

- | | | | | |
|---|---|---|---|---|
| • Accepts responsibility for providing general supervision throughout the school. | 1 | 2 | 3 | 4 |
| • Follows school district policies and procedures. | 1 | 2 | 3 | 4 |
| • Functions in a professional and ethical manner. | 1 | 2 | 3 | 4 |

ADDITIONAL DATA

1. Professionally related activities and recognitions _____

2. Evaluator's comments and recommendations _____

Conference between teacher and evaluator was held on (date) _____.

Teacher's Signature

Date

Evaluator's Signature

Date

REVISED 1/12/01

APPENDIX E

PATCHOGUE-MEDFORD SCHOOLS

241 South Ocean Avenue
Patchogue, NY 11772-3787
(631) 758-1000

ANNUAL PERFORMANCE REVIEW FOR SCHOOL YEAR _____

Non-tenured Guidance Counselor

To be completed annually as required by New York State law - to be used for each non-tenured faculty member.

Name of Guidance Counselor _____ Date _____

Assignment _____ Building _____

Evaluator _____

Key: Circle the appropriate number for each item.

1. **Professionally Competent** - Demonstrates competence in all aspects of this category.
2. **Improvement Shown** - Demonstrates improved competence in this category.
3. **Improvement Needed** - Demonstrates competence but needs improvement in some aspects of this category.
4. **Unsatisfactory** - Demonstrates a lack of competence in significant aspects of this category.

COORDINATES CLASS SCHEDULING AND ACADEMIC ADVISING

- | | | | | |
|--|---|---|---|---|
| • Schedules classes following guidelines established by each department. | 1 | 2 | 3 | 4 |
| • Reviews test scores, academic progress and graduation requirements. | 1 | 2 | 3 | 4 |
| • Arranges parent/teacher conferences. | 1 | 2 | 3 | 4 |
| • Reviews and revises student academic plans. | 1 | 2 | 3 | 4 |
| • Uses multiple criteria to ensure appropriate placement of students. | 1 | 2 | 3 | 4 |

COUNSELING SKILLS

- | | | | | |
|--|---|---|---|---|
| • Facilitates conflict resolution. | 1 | 2 | 3 | 4 |
| • Meets with students, parents, teachers and administrators when appropriate. | 1 | 2 | 3 | 4 |
| • Counsels students with personal and academic concerns. | 1 | 2 | 3 | 4 |
| • Assists students, parents, teachers and administrators with crisis intervention. | 1 | 2 | 3 | 4 |
| • Demonstrates impartiality in dealing with others. | 1 | 2 | 3 | 4 |
| • Uses discretion in handling situations that require confidentiality. | 1 | 2 | 3 | 4 |

COMMUNICATION SKILLS

- | | | | | |
|--|---|---|---|---|
| • Keeps principal, teachers and parents informed on case progress. | 1 | 2 | 3 | 4 |
| • Provides principal, teachers and parents with data to better understand a child. | 1 | 2 | 3 | 4 |
| • Arranges and conducts structured case conferences and meetings. | 1 | 2 | 3 | 4 |

(Over)

Non-tenured Guidance Counselor - Annual Performance Review (Continued)

COLLABORATIVE RELATIONSHIPS

- | | | | | |
|--|---|---|---|---|
| • Maintains a cooperative and encouraging relationship with parents, students and staff members. | 1 | 2 | 3 | 4 |
| • Demonstrates knowledge of community resources. | 1 | 2 | 3 | 4 |

REFLECTIVE AND RESPONSIVE PRACTICE

- | | | | | |
|---|---|---|---|---|
| • Demonstrates flexibility; is positive and professional. | 1 | 2 | 3 | 4 |
| • Remains current in the educational field and takes part in professionally related activities. | 1 | 2 | 3 | 4 |
| • Is receptive to new initiatives. | 1 | 2 | 3 | 4 |

PROFESSIONAL RESPONSIBILITY

- | | | | | |
|---|---|---|---|---|
| • Accepts responsibility for providing general supervision throughout the school. | 1 | 2 | 3 | 4 |
| • Follows school district policies and procedures. | 1 | 2 | 3 | 4 |
| • Functions in a professional and ethical manner. | 1 | 2 | 3 | 4 |

ADDITIONAL DATA

1. Professionally related activities and recognitions _____

2. Evaluator's comments and recommendations _____

Conference between guidance counselor and evaluator was held on (date) _____.

Guidance Counselor's Signature

Date

Evaluator's Signature

Date

REVISED 1/24/01

APPENDIX E

PATCHOGUE-MEDFORD SCHOOLS

241 South Ocean Avenue
Patchogue, NY 11772-3787
(631) 758-1000

ANNUAL PERFORMANCE REVIEW FOR SCHOOL YEAR _____

Non-tenured Psychologist

To be completed annually as required by New York State law - to be used for each non-tenured faculty member.

Name of Psychologist _____ Date _____

Assignment _____ Building _____

Evaluator _____

Key: Circle the appropriate number for each item.

1. **Professionally Competent** - Demonstrates competence in all aspects of this category.
2. **Improvement Shown** - Demonstrates improved competence in this category.
3. **Improvement Needed** - Demonstrates competence but needs improvement in some aspects of this category.
4. **Unsatisfactory** - Demonstrates a lack of competence in significant aspects of this category.

ASSESSMENT SKILLS

- | | | | | |
|---|---|---|---|---|
| • Assesses student difficulties by conducting thorough, appropriate psychoeducational assessments in a timely fashion. | 1 | 2 | 3 | 4 |
| • Demonstrates the knowledge of assessment procedures and tools and accurately utilizes a variety of evaluative techniques. | 1 | 2 | 3 | 4 |
| • Conducts classroom observations as part of the assessment process when appropriate. | 1 | 2 | 3 | 4 |
| • Confers with parents of children experiencing difficulties in school and explains results of psychoeducational evaluation in a clear, concise manner. | 1 | 2 | 3 | 4 |
| • Understands and complies with laws, regulations, policies and practices pertaining to special education. | 1 | 2 | 3 | 4 |

COUNSELING SKILLS

- | | | | | |
|--|---|---|---|---|
| • Facilitates conflict resolution and crisis intervention. | 1 | 2 | 3 | 4 |
| • Meets with parents, staff and administrators when appropriate. | 1 | 2 | 3 | 4 |
| • Counsels students with personal and academic problems. | 1 | 2 | 3 | 4 |
| • Assists teachers, administrators and parents with crisis intervention. | 1 | 2 | 3 | 4 |
| • Demonstrates fairness and consistency in dealing with others. | 1 | 2 | 3 | 4 |
| • Uses discretion in handling situations that require confidentiality. | 1 | 2 | 3 | 4 |
| • Devises and monitors behavior management programs when appropriate. | 1 | 2 | 3 | 4 |

(Over)

Non-tenured Psychologist - Annual Performance Review (Continued)

COMMUNICATION SKILLS

- | | | | | |
|---|---|---|---|---|
| • Keeps principal, teachers and parents informed on case progress. | 1 | 2 | 3 | 4 |
| • Provides principal, teachers and parents with data to better understand a child. | 1 | 2 | 3 | 4 |
| • Arranges and conducts case conferences of all interested parties for better understanding of child's issue. | 1 | 2 | 3 | 4 |

COLLABORATIVE RELATIONSHIPS/COMMUNITY RELATIONSHIPS

- | | | | | |
|--|---|---|---|---|
| • Maintains a cooperative and encouraging relationship with parents, students and staff members. | 1 | 2 | 3 | 4 |
| • Provides referrals to outside agencies when appropriate. | 1 | 2 | 3 | 4 |

REFLECTIVE AND RESPONSIVE PRACTICE

- | | | | | |
|---|---|---|---|---|
| • Demonstrates flexibility and open-mindedness in a positive, professional manner. | 1 | 2 | 3 | 4 |
| • Remains current in the educational field and takes part in professionally related activities. | 1 | 2 | 3 | 4 |

PROFESSIONAL RESPONSIBILITY

- | | | | | |
|---|---|---|---|---|
| • Accepts responsibility for providing general supervision throughout the school. | 1 | 2 | 3 | 4 |
| • Follows school district policies and procedures. | 1 | 2 | 3 | 4 |
| • Functions in a professional and ethical manner. | 1 | 2 | 3 | 4 |

ADDITIONAL DATA

1. Professionally related activities and recognitions _____

2. Evaluator's comments and recommendations _____

Conference between psychologist and evaluator was held on (date) _____.

Psychologist's Signature

Date

Evaluator's Signature

Date

REVISED 1/24/01

PATCHOGUE-MEDFORD SCHOOLS

241 South Ocean Avenue
 Patchogue, NY 11772-3787
 (631) 758-1000

ANNUAL PERFORMANCE REVIEW FOR SCHOOL YEAR _____**Non-tenured Social Worker**

To be completed annually as required by New York State law - to be used for each non-tenured faculty member.

Name of Social Worker _____ Date _____

Assignment _____ Building _____

Evaluator _____

Key: Circle the appropriate number for each item.

1. **Professionally Competent** - Demonstrates competence in all aspects of this category.
2. **Improvement Shown** - Demonstrates improved competence in this category.
3. **Improvement Needed** - Demonstrates competence but needs improvement in some aspects of this category.
4. **Unsatisfactory** - Demonstrates a lack of competence in significant aspects of this category.

COLLABORATIVE RELATIONSHIPS/COMMUNITY RELATIONSHIPS

- | | | | | |
|--|---|---|---|---|
| • Encourages school and home interactions. | 1 | 2 | 3 | 4 |
| • Fairly assesses home conditions and makes specific recommendations. | 1 | 2 | 3 | 4 |
| • Demonstrates knowledge of community resources. | 1 | 2 | 3 | 4 |
| • Refers cases requiring long-term intervention to outside social agencies. | 1 | 2 | 3 | 4 |
| • Prepares summaries on cases being transferred to other social agencies. | 1 | 2 | 3 | 4 |
| • Assists parents in accessing community resources which can offer them assistance. | 1 | 2 | 3 | 4 |
| • Consults with parents before making referrals. | 1 | 2 | 3 | 4 |
| • Cooperates with social services providers. | 1 | 2 | 3 | 4 |
| • Is available to explain the purpose of school social worker to the community. | 1 | 2 | 3 | 4 |
| • Maintains a cooperative and encouraging relationship with parents, students and staff members. | 1 | 2 | 3 | 4 |

COUNSELING SKILLS

- | | | | | |
|--|---|---|---|---|
| • Facilitates conflict resolution. | 1 | 2 | 3 | 4 |
| • Meets with parents, staff and administrators when appropriate. | 1 | 2 | 3 | 4 |
| • Counsels students with personal and academic problems. | 1 | 2 | 3 | 4 |
| • Assists teachers, administrators and parents with crisis intervention. | 1 | 2 | 3 | 4 |
| • Demonstrates fairness and consistency in dealing with others. | 1 | 2 | 3 | 4 |
| • Uses discretion in handling situations that require confidentiality. | 1 | 2 | 3 | 4 |

(Over)

Non-tenured Social Worker - Annual Performance Review (Continued)

COMMUNICATION SKILLS

- | | | | | |
|---|---|---|---|---|
| • Keeps principal, teachers and parents informed on case progress. | 1 | 2 | 3 | 4 |
| • Provides principal, teachers and parents with data to better understand a child. | 1 | 2 | 3 | 4 |
| • Arranges and conducts case conferences of all interested parties for better understanding of child's issue. | 1 | 2 | 3 | 4 |

REFLECTIVE AND RESPONSIVE PRACTICE

- | | | | | |
|---|---|---|---|---|
| • Demonstrates flexibility and open-mindedness in a positive, professional manner. | 1 | 2 | 3 | 4 |
| • Remains current in the educational field and takes part in professionally related activities. | 1 | 2 | 3 | 4 |

PROFESSIONAL RESPONSIBILITY

- | | | | | |
|---|---|---|---|---|
| • Accepts responsibility for providing general supervision throughout the school. | 1 | 2 | 3 | 4 |
| • Follows school district policies and procedures. | 1 | 2 | 3 | 4 |
| • Functions in a professional and ethical manner. | 1 | 2 | 3 | 4 |

ADDITIONAL DATA

1. Professionally related activities and recognitions _____

2. Evaluator's comments and recommendations _____

Conference between social worker and evaluator was held on (date) _____

Social Worker's Signature

Date

Evaluator's Signature

Date

REVISED 1/24/01

PATCHOGUE-MEDFORD SCHOOLS

241 South Ocean Avenue
Patchogue, NY 11772-3787
(631) 758-1000

APPENDIX E

ANNUAL PERFORMANCE REVIEW FOR SCHOOL YEAR _____

Non-tenured Speech Teacher

To be completed annually as required by New York State law - to be used for each non-tenured faculty member.

Name of Speech Teacher _____ Date _____

Assignment _____ Building _____

Evaluator _____

Key: Circle the appropriate number for each item.

1. **Professionally Competent** - Demonstrates competence in all aspects of this category.
2. **Improvement Shown** - Demonstrates improved competence in this category.
3. **Improvement Needed** - Demonstrates competence but needs improvement in some aspects of this category.
4. **Unsatisfactory** - Demonstrates a lack of competence in significant aspects of this category.

CONTENT KNOWLEDGE OF SUBJECT MATTER AND CLINICAL SKILLS

- | | | | | |
|---|---|---|---|---|
| • Demonstrates knowledge of various speech disorders. | 1 | 2 | 3 | 4 |
| • Uses appropriate therapeutic techniques. | 1 | 2 | 3 | 4 |

PREPARATION

- | | | | | |
|--------------------------------------|---|---|---|---|
| • Demonstrates appropriate planning. | 1 | 2 | 3 | 4 |
|--------------------------------------|---|---|---|---|

INSTRUCTIONAL DELIVERY

- | | | | | |
|--|---|---|---|---|
| • Utilizes strategies that motivate students to learn. | 1 | 2 | 3 | 4 |
| • Implements lesson plans effectively. | 1 | 2 | 3 | 4 |
| • Provides varied opportunities for practice. | 1 | 2 | 3 | 4 |

CLASSROOM MANAGEMENT

- | | | | | |
|--|---|---|---|---|
| • Students are aware of rules and routines. | 1 | 2 | 3 | 4 |
| • Administrative details are handled efficiently. | 1 | 2 | 3 | 4 |
| • Provides an environment conducive to student learning. | 1 | 2 | 3 | 4 |

KNOWLEDGE OF STUDENT DEVELOPMENT

- | | | | | |
|--|---|---|---|---|
| • Provides instruction that meets the needs of a diverse population. | 1 | 2 | 3 | 4 |
|--|---|---|---|---|

STUDENT ASSESSMENT TECHNIQUES

- | | | | | |
|--|---|---|---|---|
| • Uses appropriate assessment techniques to evaluate students need for services. | 1 | 2 | 3 | 4 |
|--|---|---|---|---|

(Over)

Non-tenured Speech Teacher - Annual Performance Review (Continued)

COLLABORATIVE RELATIONSHIPS

- Maintains a cooperative and encouraging relationship with parents, students and staff members.

1 2 3 4

REFLECTIVE AND RESPONSIVE PRACTICE

- Demonstrates flexibility and open-mindedness in a positive, professional manner.
- Remains current in the educational field and takes part in professionally related activities.

1 2 3 4

1 2 3 4

PROFESSIONAL RESPONSIBILITY

- Accepts responsibility for providing general supervision throughout the school.
- Follows school district policies and procedures.
- Functions in a professional and ethical manner.

1 2 3 4

1 2 3 4

1 2 3 4

ADDITIONAL DATA

1. Professionally related activities and recognitions _____

2. Evaluator's comments and recommendations _____

Conference between speech teacher and evaluator was held on (date) _____.

Speech Teacher's Signature

Date

Evaluator's Signature

Date

REVISED 1/24/01

PATCHOGUE-MEDFORD SCHOOLS
241 South Ocean Avenue
Patchogue, NY 11772-3787
(631) 758-1000

ANNUAL PERFORMANCE REVIEW FOR SCHOOL YEAR _____

Non-tenured Library/Media Specialist

To be completed annually as required by New York State law - to be used for each non-tenured faculty member.

Name of Library/Media Specialist _____ Date _____

Assignment _____ Building _____

Evaluator _____

Key: Circle the appropriate number for each item.

1. **Professionally Competent** - Demonstrates competence in all aspects of this category.
2. **Improvement Shown** - Demonstrates improved competence in this category.
3. **Improvement Needed** - Demonstrates competence but needs improvement in some aspects of this category.
4. **Unsatisfactory** - Demonstrates a lack of competence in significant aspects of this category.

CONTRIBUTES TO THE DEVELOPMENT OF LITERACY

- | | | | | |
|---|---|---|---|---|
| • Promotes development of reading appreciation (book talks, displays, incentives, etc.). | 1 | 2 | 3 | 4 |
| • Provides guidance to students for the selection of appropriate reading materials. | 1 | 2 | 3 | 4 |
| • Assists students in locating information and resources valuable to their educational needs and to the growth of their personal interests and ability. | 1 | 2 | 3 | 4 |

PREPARATION

- | | | | | |
|---|---|---|---|---|
| • Demonstrates appropriate academic planning. | 1 | 2 | 3 | 4 |
| • Plans with faculty to coordinate library media lessons. | 1 | 2 | 3 | 4 |
| • Facilitates scheduling and utilization of library media center. | 1 | 2 | 3 | 4 |

INSTRUCTIONAL DELIVERY

- | | | | | |
|--|---|---|---|---|
| • Employs a variety of teaching strategies which may include cooperative learning, computer-assisted instruction, graphic and visual organizers and manipulatives. | 1 | 2 | 3 | 4 |
| • Implements lessons effectively. | 1 | 2 | 3 | 4 |
| • Provides group and individual instruction on use of library resources. | 1 | 2 | 3 | 4 |

CLASSROOM MANAGEMENT

- | | | | | |
|--|---|---|---|---|
| • Establishes and maintains rules and routines. | 1 | 2 | 3 | 4 |
| • Provides an environment conducive to student learning. | 1 | 2 | 3 | 4 |
| • Demonstrates a positive rapport with students. | 1 | 2 | 3 | 4 |

(Over)

Non-tenured Library/Media Specialist - Annual Performance Review (Continued)

EFFECTIVELY MANAGES THE LIBRARY

- | | | | | |
|---|---|---|---|---|
| • Selects appropriate and up-to-date materials. | 1 | 2 | 3 | 4 |
| • Places orders in a timely manner. | 1 | 2 | 3 | 4 |
| • Establishes a procedure for the efficient processing of material. | 1 | 2 | 3 | 4 |
| • Informs faculty of new resources. | 1 | 2 | 3 | 4 |
| • Establishes effective procedure for circulation of materials. | 1 | 2 | 3 | 4 |
| • Manages interlibrary loan services. | 1 | 2 | 3 | 4 |

COLLABORATIVE RELATIONSHIPS

- | | | | | |
|---|---|---|---|---|
| • Maintains a cooperative and encouraging relationship parents, students and staff members. | 1 | 2 | 3 | 4 |
| • Selects materials to support teacher's instructional objectives. | 1 | 2 | 3 | 4 |
| • Consults with classroom teacher for information requirements. | 1 | 2 | 3 | 4 |
| • Provides reference assistance to teachers. | 1 | 2 | 3 | 4 |

REFLECTIVE AND RESPONSIVE PRACTICE

- | | | | | |
|---|---|---|---|---|
| • Demonstrates flexibility and open-mindedness in a positive, professional manner. | 1 | 2 | 3 | 4 |
| • Remains current in the educational field and takes part in professionally related activities. | 1 | 2 | 3 | 4 |

PROFESSIONAL RESPONSIBILITY

- | | | | | |
|---|---|---|---|---|
| • Accepts responsibility for providing general supervision throughout the school. | 1 | 2 | 3 | 4 |
| • Follows school district policies and procedures. | 1 | 2 | 3 | 4 |
| • Functions in a professional and ethical manner. | 1 | 2 | 3 | 4 |
| • Demonstrates professional growth (through awareness of changes in curriculum and technology). | 1 | 2 | 3 | 4 |

ADDITIONAL DATA

1. Professionally related activities and recognitions _____

2. Evaluator's comments and recommendations _____

Conference between library/media specialist and evaluator was held on (date) _____.

Library/Media Specialist's Signature

Date

Evaluator's Signature

Date

REVISED 1/24/01

HEALTH INSURANCE

Agreement to Amend Collective Bargaining Agreement
and Join the Suffolk School Employees' Health
Plan for Three (3) Years


Appendix F

The Board of Education of the Patchogue-Medford Union Free School District ("Board of Education") and the Patchogue-Medford Congress of Teachers ("Union") agree to amend our current Collective Bargaining Agreement with regard to health insurance coverage. For a period of three (3) years, we agree to have health insurance provided to all eligible employees, retirees, and their eligible dependents through the Suffolk School Employees' Health Plan ("Plan") and to withdraw from the New York State Empire Plan.

It is further agreed that both parties commit themselves to adhere to all requirements and benefits as developed by the Plan.


In the event the parties choose not to continue in the Plan at the conclusion of the three (3) years, or the parties withdraw pursuant to one of the options contained in Article XI of the Plan Trust Agreement, or the Plan ceases to exist, all necessary steps will be taken to re-enter the Empire Plan unless the parties agree to other forms of health insurance coverage.

Patchogue-Medford Union Free
School District Board of
Education

By: 
Henry P. Read
Superintendent of Schools

Dated: 10/30/91

Patchogue-Medford
Congress of Teachers

By: 
Anthony J. Conetta,
President

Dated: Oct 30, 1991

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